

nuea

Naperville Unit Education Association (NUEA) 2017-2018 Welcome Packet



NUEA203.org



@NUEA203

Naperville Unit Education Association (NUEA)

West Suburban IEA Office
1555 Bond Street, Suite 121
Naperville, Il 60563-0112
(630) 369-1555 (phone)
(630) 369-1561 (fax)
www.nuea203.org

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Dates to remember:

Naperville Unit Education Association Representative Assembly (NUEA RA):

4th Monday of every month (August-May)

1555 Bond Street, Suite 121, Naperville, Il 60563

Illinois Education Association Representative Assembly (IEA RA):

April 19-21, 2018

Hyatt Regency O'Hare, Rosemont, Il

National Education Association Representative Assembly (NEA RA):

June 30-July 4, 2018

Minneapolis, MN

IEA Summer Leadership Academy:

July 24-28, 2018

Illinois State University, Normal, Il

If you are interested in attending any of these events, please
contact Mark Bailey at m BaileyNUEA@hotmail.com.

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Mark Bailey, President
mbaileynuea@hotmail.com
630-369-1555

1555 Bond Street
Suite 121
Naperville, IL 60563

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

We are the Naperville Unit Education Association (NUEA)

Union vs. Association

Union – An organization of workers formed to protect and further their rights and interests

Association – A connection or cooperative link between people. In addition to advocating for our rights and interests, we...

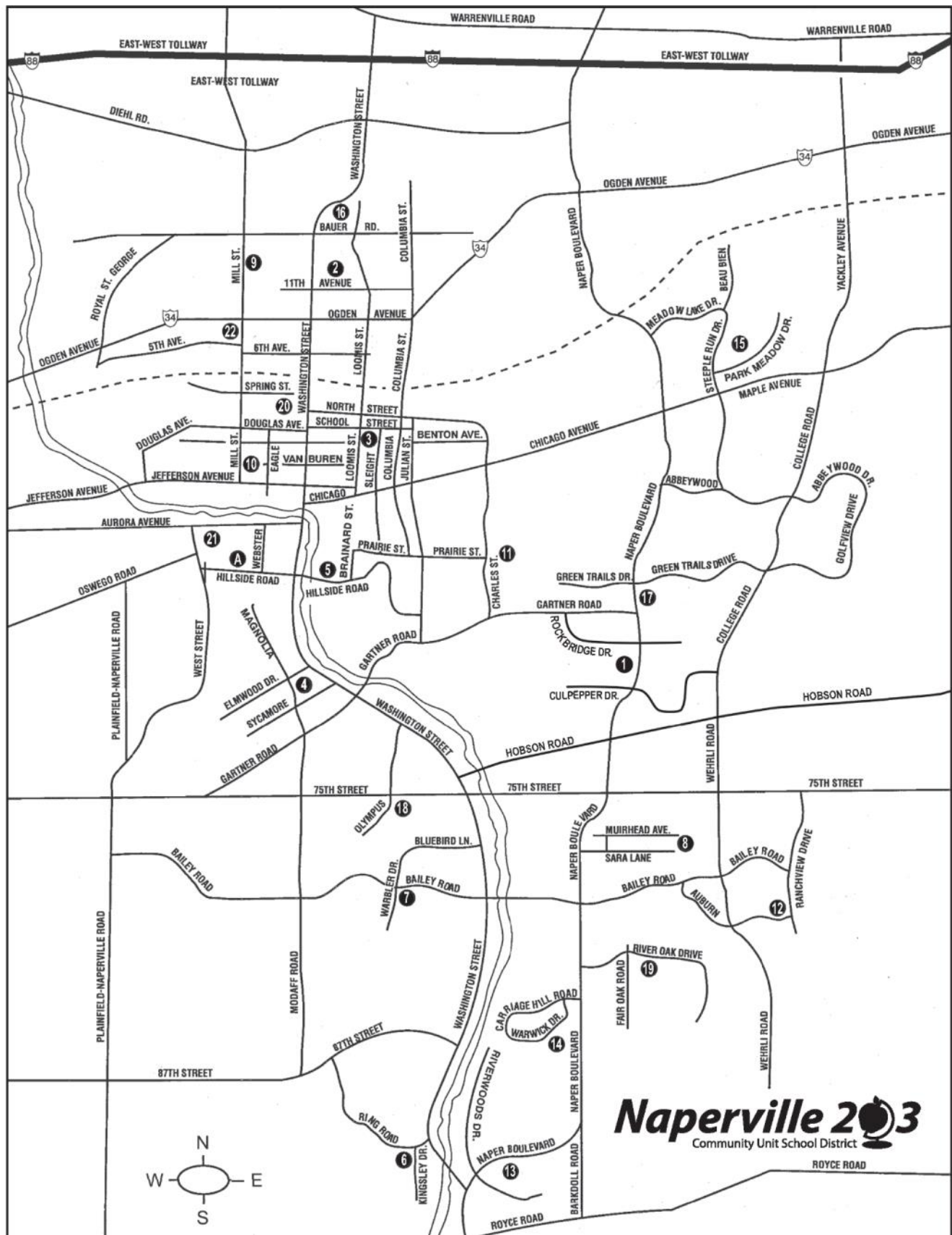
- advocate for our students
- advocate for public education
- assist our community through volunteerism and community action
- assist students with scholarships
- help fundraise for the Naperville Education Foundation
- help empower members to become politically active
- help provide professional development and resources

About District 203

“If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.”

-John Dewey

Naperville District 203 Map

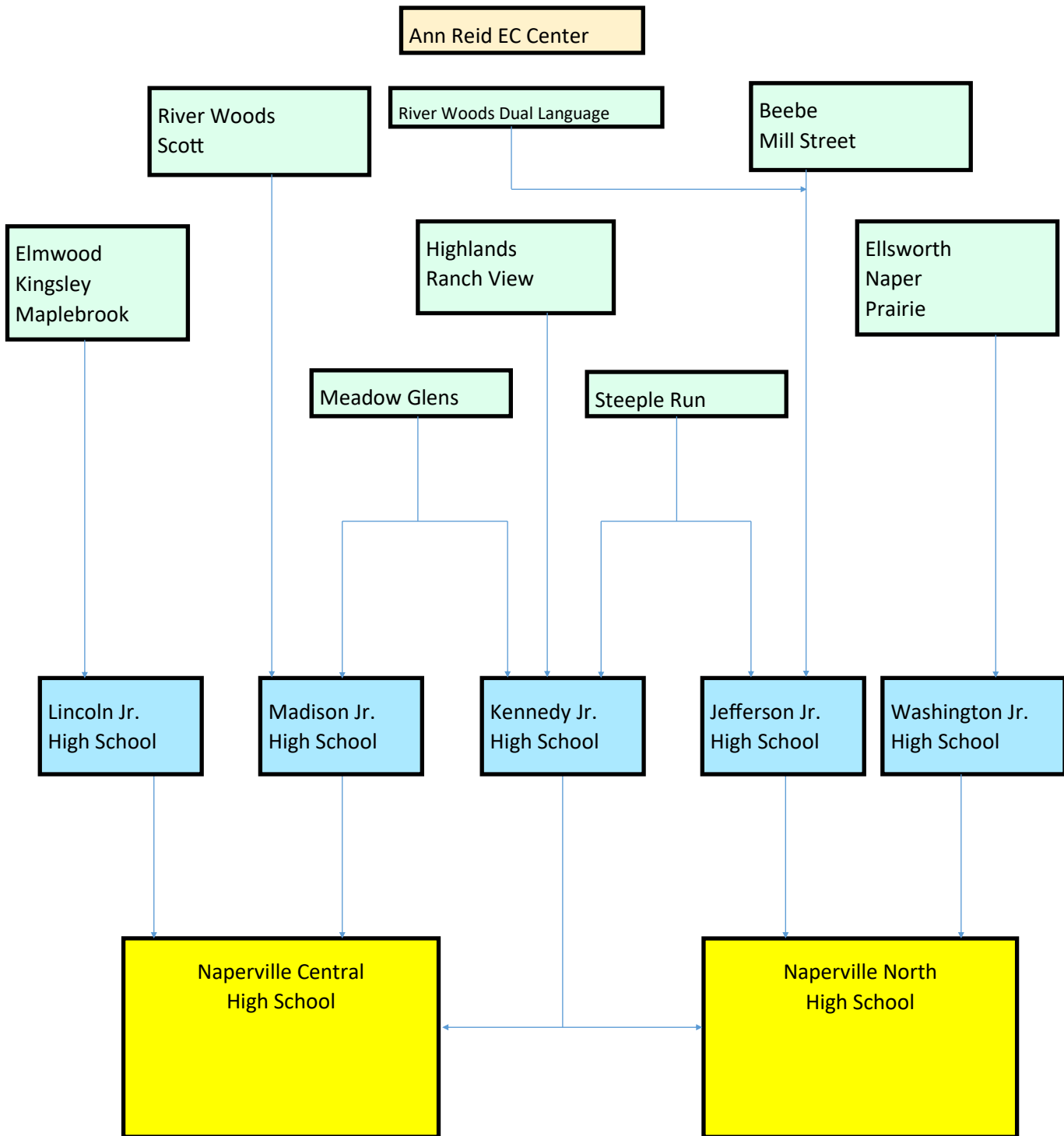


Naperville 203
Community Unit School District

Naperville District 203 School Addresses and Websites

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

Naperville District 203 Feeder Structure



Naperville District 203 School Board Information



President: Kristin Fitzgerald - kfitzgerald@naperville203.org or 630-864-8738

1465 Briergate Dr.
Naperville, IL 60563

Term expires: 2021



Vice President: Donna Wandke - dwandke@naperville203.org or 630-712-5664

1946 Hidden Bay Ct.
Naperville, IL 60565

Term expires: 2021



Charles Cush - ccush@naperville203.org or 630-453-2619

815 North Webster Street
Naperville, IL 60563

Term expires: 2021



Terry Fielden - tfielden@naperville203.org or 630-201-6150

945 Canyon Run Rd.
Naperville, IL 60565

Term expires: 2019



Kristine Gericke - kgericke@naperville203.org or 630-209-6363

227 Pembroke Rd.
Naperville 60540

Term expires: 2019



Paul Leong - pleong@naperville203.org

Term expires: 2021



Unfilled Board Position

Position to be filled at the July 17 board meeting.

Term expires: 2019

- Work sessions are held the first Monday of the month at 7pm
- Business sessions are held the third Monday of the month at 7pm
- Any member of the community may attend a public board meeting
- Meeting agendas, notes, and streamed/archived deliberations are published on BoardDocs, which is accessible through naperville203.org

Naperville District 203 Cabinet Information



Dan Bridges, Superintendent

dbridges@naperville203.org or 630-420-6311

- Ensures all Board policies, state laws, and federal laws are implemented
- Sets the vision and direction of the district according to the community's values



Bob Ross, Chief Operating Officer

bross@naperville203.org or 630-420-6318

- Assists the superintendent to develop, achieve, and maintain high quality educational programs and services
- Serves in the absence of the superintendent as the District's Chief Administrative Officer



Chuck Freundt, Assistant Superintendent for Elementary Education

cfreundt@naperville203.org or 630-420-6318

- Oversees operations at elementary schools and the ECC by supporting and assisting principals
- Assists in the development of elementary school educational programs



Nancy Voise, Assistant Superintendent for Secondary Education

nvoise@naperville203.org or 630-420-6318

- Supports all middle school and secondary school co-curricular programs
- Oversees the review and administration of student discipline, supervision, and expulsion
- Supports and evaluates middle school and secondary principals



Marcy Boyan, Chief Financial Officer

mboyan@naperville203.org

- Starting her job in District 203 this school year
- Previously worked in Addison District 4 and Oswego District CUSD 308
- Oversees financial operations and planning for the district



Roger Brunelle, Chief Information Officer

rbrunelle@naperville203.org or 630-420-6473

- Leader of IT203
- Responsible for the district's IT, applications, and technology infrastructure
- Provides resources and solutions to help access technology efficiently and effectively



Michelle Fregoso, Chief Information Officer

mfregoso@naperville203.org or 630-420-6475

- Oversees the internal and external communications for the district, including issues management, crisis communications, public relations, and media relations
- Maintains the district website, social media, parent communications systems, and all school district publications and reports to stakeholders.



Dr. Jennifer Hester Schalk, Chief Academic Officer

jhester@naperville203.org or 630-548-6008

- Supervises the K-12 instructional program
- Ensures the curriculum is cohesive and aligned with state and national learning standards
- Oversees instructional improvement, assessment, gifted services, and ELL services



Carol Hetman, Chief Human Resources Officer

chetman@naperville203.org or 630-420-6315

- Oversees all human resource functions
- Develops staff management strategies, labor and employee relations, compensation and reporting, performance management and systems, and talent management



Dr. Christine Igoe, Assistant Superintendent for Student Services

cigoe@naperville203.org or 630-420-6465

- Ensures all students have the support and services needed to fully participate in educational and extracurricular opportunities in the district



Dr. Patrick Nolten, Assistant Superintendent for Assessment and Analytics

pnolten@naperville203.org

- Starting his job in District 203 this year
- Previously worked in Indian Prairie District 204 as the Assistant Superintendent for Assessment and Accountability
- Prepares and administers universal assessments, distributes data, and supports ongoing research



Jayne Willard, Assistant Superintendent for Curriculum and Instruction

jwillard@naperville203.org or 630-548-6008

- Leads and oversees the ongoing development and implementation of curriculum and professional learning

District 203 Beliefs, Vision, and Mission

OUR BELIEFS
 Naperville Community Unit School District 203 believes an exemplary school district...
 Values the dignity and uniqueness of each individual
 Promotes responsible citizenship
 Is the result of a collective partnership of students, staff, parents and community

OUR VISION
 Building a Passion for Lifelong Learning

OUR MISSION
 Our mission is to educate students to be
 Self-directed learners
 Collaborative workers
 Complex thinkers
 Quality producers, and
 Community contributors

Naperville 203
 Community Unit School District

District 203 Demographics (as of 2016)

Ethnicity:

.17%	American Indian or Alaska Native
15.71%	Asian
4.90%	Black or African American
10.07%	Hispanic or Latin American
.09%	Native Hawaiian/Pacific Islander
4.42%	Two or more races
64.65%	White

General Information:

14.2%	Low Income/FRL eligible
5.7%	English Learners
11.0%	Students with IEP's
16,6788	District student enrollment
\$14,545	Per student spending for operations
68.0%	Teachers with a master's or higher

The Organization of NUEA

“I’m an inventor. I became interested in long-term trends because an invention has to make sense in the world in which it is finished, not the world in which it is started.”

-Ray Kurzweil

NEEA Structure

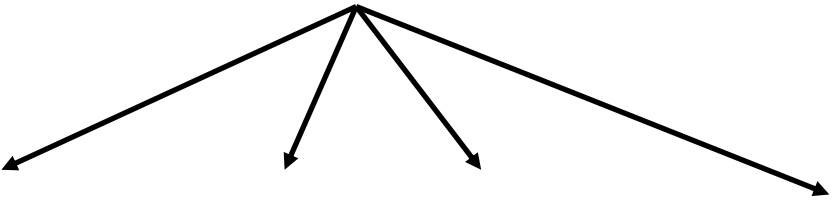
NEA consists of 3 million members, making it the largest professional employee organization in the country. The NEA Convention is the first week of July.
Lily Eskelsen-Garcia, President



The IEA (Illinois Education Association) has 133,000 members. It consists of 67 Regions, each with voting rights at the state conference in March or April.
Kathi Griffin, President



Region 39 represents the four local unions employed by Naperville District 203. Region representatives meet once a month, and are composed of the executive boards from all four locals.
Mark Bailey, Region Chair
Julie Resh-Jelliff, UniServ Director (liaison between Region 39 and the IEA)



- | | | | |
|---|--|--|---|
| <p>NESPA</p> <p>Naperville Education Support Professionals Association</p> <p><i>Kathie Beggs, President</i></p> | <p>nuea</p> <p>Naperville Unit Education Association</p> <p><i>Mark Bailey, President</i></p> | <p>NTA</p> <p>Naperville Transportation Association</p> <p><i>John Bootz, President</i></p> | <p>NUMA</p> <p>Naperville Unit Maintenance Association</p> <p><i>Paul Marsala, President</i></p> |
|---|--|--|---|

NUEA Committee Membership

Grievance Committee

Jen Smith (North)

Career 203 Review Committee

Dan Iverson (North)
Mark Bailey (Bond Street)
Lisa Wisinski (Highlands)
Jeff VanHarlingen (Madison)
Marissa Rakes (Central)

Stipend Committee

Jay Havenaar, Chair (Lincoln)

Elections Team

Christine Bell, Chair (Central)

Insurance Review Committee

Mark Bailey (Bond Street)
Ross Berkley (Lincoln)
Carol Higgins (Lincoln)

Calendar Committee

Mark Bailey (Bond St.)
Tina Dohm (NCHS)
Anne Marie Tomek (MJHS)

Contract Negotiations Team (2016)

Carol Higgins, Team Leader (Lincoln)
Vicky Fischer-Secretary (Kennedy)
Mark Bailey (Bond Street)
Dan Iverson (North)
Jen Smith (North)
Michael McManis (Kennedy)
Zach Gibson (Prairie)
Ross Berkley (Lincoln)

Evaluations Committee

Mark Bailey (Bond Street)
Jen Smith (North)
Carol Higgins (Lincoln)
Rob Hunt (Lincoln)
Pam Seubold (North)
Christine Bell (Central)
Angela Moreau (Ellsworth)
Debbie Sternecky (North)

NUEA Membership Information 2017-2018

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 \$38 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 (March 30-April 1, 2017) or an NEA RA delegate (June 30-July 5, 2017)
- Attend the Summer Leadership Academy (SLA) at ISU, Normal (July 25-28, 2017) or other professional development events

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 Executive Board 2017-2018

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 171 years of experience teaching within our district, with an average career of 20 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 2 granddaughters and 3 grandsons.



Mr. Dan Iverson, 2nd Vice President – 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.



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 is the co-facilitator of the district National Board cohort.



Dr. Vicky Fischer, Corresponding Secretary – Kennedy Junior High, Learning Support Coach - 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.



Mrs. Christine Bell, Recording Secretary – Central High School, Business Technology – Christine Bell started her teaching career in 1993 as a Special Education teacher. Since then, she has taught English, FACS, and Business classes. She earned her BA in Marketing and a Master's degree in Education Leadership from Southeastern Louisiana University. She has been a National Board Certified teacher since 2006. In addition, she was Teacher of the Year (1999), High School Advocate of the Year, DuPage Area Partnership for College & Career Success (2009), and Illinois Marketing Educator of the Year (2012). During her early years in education, she learned the importance of being active in her union. Since 2010, she has been a NUEA Building Rep, on the PERA Joint/Evaluation Committee, Elections Chairperson, and 1st Chair Region 39. She is excited about being the Recording Secretary for the NUEA. In her spare time, Christine is a marathoner, hoping to complete a marathon in every state.



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. She currently serves on the Evaluations Committee and chairs the Grievance Committee



Mr. Robin Hunt, Junior High School Executive – Lincoln Jr. High. – Rob has been teaching at Lincoln Junior High since 1998, and taught in Roberts, Montana the four years prior. He holds bachelor's degrees in English Teaching and in English Literature from Montana State University, a master's degree from North Central College in Curriculum and Instruction, and has earned his National Board Certification. An active contributor to the District 203 community, Rob has served on numerous committees, including the Evaluations Committee and the ELA Curriculum Team. He has been a building representative since 2011 and the Junior High Executive since 2016. He is married and has two adult children.



Mrs. Kristyn Reed, Elementary Executive – Scott, 3rd Grade - Kristyn has worked at Scott School since 2000 as a first and third grade teacher. Prior to her time at Scott, she worked as a first and second grade teacher in District 300. She holds a Master's Degree and her Type 75 Certificate from Aurora University. She earned her Bachelor's degree in Early Childhood Education from Northern Illinois University. She has been an NUEA Building Representative for over 15 years. She has attended and performed at numerous IEA and NEA events and conventions since 1996. Kristyn is honored to represent all of our elementary staff this upcoming school year.

NUEA Building Representatives and Executive Board Contact List: 2017-2018

Last	First	School	E-mail
Ramsay	Anne	ARECC	send2anne@gmail.com
Reschke	Sally	ARECC	Sk4reschke@gmail.com
Simpson	Lisa	Beebe	rlsimpson@wowway.com
Waller	Kate	Beebe	katharine.v.waller@gmail.com
Fiduccia	Rose Marie	Connections	r_fiduccia@yahoo.com
Hasler	Brenda	Connections	brenda.hasler@gmail.com
Moreau	Angela	Ellsworth	joeangmoreau@comcast.net
Alltop	Jessica	Elmwood	jessica.alltop23@gmail.com
Gallagher	Kara	Highlands	gallagher.kara@yahoo.com
Sawa	Julianne	Highlands	juliamsawa@gmail.com
Todd	Patricia	Highlands	ptodd131@aol.com
Heffernan	Chris	Jefferson	cheffernan75@gmail.com
King	George	Jefferson	donquijote99@hotmail.com
Sniadecki	Matt	Jefferson	breakingawayiu@yahoo.com
Madsen	Dave	Kennedy	dmadsen@wowway.com
McManis	Michael	Kennedy	michaelmcmanis@att.net
Meehan	Kevin	Kennedy	kmeehan67@comcast.net
Robertson	Ann	Kingsley	aarslp@comcast.net
Berkley	Ross	Lincoln	rossberkley@hotmail.com
Engimann	Emily	Lincoln	emilybclemons@gmail.com
Ferro	Joe	Lincoln	jferro5@att.net
Ceresa	Carmen	Madison	cceresa@wideopenwest.com
Topmiller	Amy	Madison	f8blvr2@aol.com
Alperin	Taylor	Maplebrook	tayloralperin@aol.com
Craig	Dave	Maplebrook	compass2563@yahoo.com
Churchill	Keri	Meadow Glens	kerispeech1@ameritech.net
Ferrari	Sharon	Meadow Glens	sferrariread@yahoo.com
Welcker	Traci	Meadow Glens	auntbean19@yahoo.com
Dahn	Eric	Mill Street	edahn@rocketmail.com
Guerrero	Maribel	Mill Street	marybelg27@yahoo.com
Lehmann	Donna	Mill Street	lakeplacid80@ymail.com
Damhorst	Sharyl	Naper	Sharkrnek@aol.com
Hammar	Carolann	Naper	carispeech@aol.com
Bell	Christine	NCHS	christinebell37@gmail.com
Brady	Seth	NCHS	sethbrady999@gmail.com
Cunningham	Stacy	NCHS	lectrix@gmail.com
Dohm	Tina	NCHS	tinasdohm@comcast.net
Franta	Jennie	NCHS	jenniefranta@gmail.com
Hastings	Amy	NCHS	ahastings18@gmail.com

Hopkins	Megan	NCHS	mhopkins233@gmail.com
McGrath	Tom	NCHS	tommcgrath316@live.com
Stack	Steve	NCHS	sjstack45@gmail.com
Burns	Patrick	NNHS	patrickjburns1@gmail.com
McMinn	Sara	NNHS	s-mcminn@outlook.com
Nierman	Brian	NNHS	brian.eric.nierman@gmail.com
Ryan	Jason	NNHS	ryanjason@hotmail.com
Smith	Ryan	NNHS	smith.ryan0506@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
Brotherly-Lamb	Ann	Prairie	abrotherlylamb@yahoo.com
Johnson	Susan	Prairie	suzjohnson8@gmail.com
Joyce	Debbie	Ranch View	19djoyce93@gmail.com
Mougette	Jessie	Ranch View	jessiemougette@yahoo.com
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Executive Board Contact List

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Smith	Jen	High School Executive	jschueme@gmail.com
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UniServ Director Contact List

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NUEA

Action, Activities, and Opportunities

“I had always insisted that a good education was a synthesis of book learning and involvement in social action, that each enriched the other. I wanted my students to know that the accumulation of knowledge, while fascinating in itself, is not sufficient as long as so many people in the world have no opportunity to experience that fascination.”

-Howard Zinn

What does NUEA do for you?

NUEA not only bargains your contract. They also help improve learning conditions, curriculum, professional development, and community initiatives. The following information list represents a small portion of current NUEA projects and their contacts.

Title	Name	Information
Grassroots Political Advocate	Debbie Sternecky (North)	Questions about political candidates, issues, and action. (Use home e-mails.)
Recording Secretary Elections Chair	Christine Bell (Central)	Questions about the NUEA or Region 39 elections process Questions about the meeting minutes
Stipend Chair	Jay Havenaar (Lincoln)	Questions about the stipends review process and related research
Elementary Executive	Kristyn Reed (Scott)	Questions about elementary-specific issues
Junior High Executive	Robin Hunt (Lincoln)	Questions about junior-high specific issues
High School Executive Grievance Chair	Jen Smith (North)	Questions about high-school specific issues Questions about evaluations Questions about grievances
2nd Vice President Career 203	Dan Iverson (North)	Questions about Career 203
Corresponding Secretary	Vicky Fischer (Kennedy)	Questions about the NUEA scholarship
Communications NUEA Treasurer Region 39 Treasurer	Dave Carroll (Madison/Maplebrook)	Questions about the web site or newsletter Updated members' home e-mail lists Questions about NUEA/Region 39 finances
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 (TRS) 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

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.

Career 203: Career 203 is the professional development incentive framework for District 203. To be eligible to fully 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 certified staff member 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. Educators are encouraged to be creative in finding professional growth opportunities most relevant to them.

Many of the options for Career 203 advancement are free to the teacher, unlike graduate-level coursework.

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 MUST notify the district of an IRS recognized change-of-life event within 31 days (e.g., birth of a child, marriage, spousal job change, divorce, or death).**

If you are looking for a doctor, dentist, or optometrist, please login to one of the websites on page 59 and consider someone in-network!

Teladoc: District 203 subscribes to the Teladoc service (teladoc.com) which allows you to skip urgent care or the ER for common ailments by phone, web site, or app!

- Cold and flu symptoms
- Sinus or Respiratory Infections
- Ear Infections
- Urinary Tract Infections
- Allergies and more!

True story: One NUEA member called while on vacation. The doctor gave a prescription, which he picked up immediately at a local pharmacy!

Be sure to register NOW, and save this number on your phone: **1-800-Teladoc**

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.

Informal Observations

An informal observation is an unannounced visit of any length. An informal observation may occur at any time during the school day.

Not all evaluators will use informal observations; however, you should be aware of what you can do after you have been informally observed.

What to do after your informal observation:

Though it is not required, if you choose, you may request a meeting with your observer after any informal observation.

Only written feedback from an informal observation may be included in your summative evaluation. If it's not in writing, then it cannot be included in your summative evaluation.



A Guide to Navigating Your Certified Staff Evaluation

Revised Fall 2014

FAQs and Tips for Success

Includes information about new evaluation guidelines as a result of the Performance Evaluation Reform Act (PERA), as well as advice for making the most of your pre-observation, post-observation, and summative conferences.

FOR MORE INFORMATION, CONTACT YOUR NUEA BUILDING REPRESENTATIVE OR:

MARK BAILEY, NUEA PRESIDENT:
mbaileynuea@hotmail.com

JEN SMITH, NUEA HIGH SCHOOL EXECUTIVE:
jensmith@naperville203.org
jschueme@gmail.com



NAPERVILLE UNIT
EDUCATION ASSOCIATION
WWW.NUEA203.ORG

Formal Observations

Process Overview:

- Preparation for Pre-Observation
- Reflection
- Pre-Observation Conference
- Post-Observation Conference
- Observation

Important Resources

- The revised *Standards for Professional Practice* booklet (often called "The Gray Book") can be found on the HR Sharepoint: <http://sharepoint.naperville203.org/district/hr/default.aspx>. Under "Evaluation Documents," click "Category: Evaluation Forms Certified" or "Category: Evaluation Forms Non-Certified."
- To learn more about these revised evaluation procedures, pension reform, contract negotiations, and other news that impacts District 203 certified staff, visit the NUEA website: www.nuea203.org and the site just for members: www.nuea203.org/members
- To learn more about the Performance Evaluation Reform Act (PERA), visit the Illinois State Board of Education website: <http://www.isbe.state.il.us/PERA/default.htm>

2-3 Weeks Before Your Pre-Observation:

- Become familiar with the current language of the four domains. Read your revised *Standards for Professional Practice* booklet thoroughly (see the "Important Resources" section of this brochure), and review Charlotte Danielson's *Framework for Teaching* (2013).
 - Consider the following: How will you demonstrate evidence in each of the domain categories with this particular group of students? This evidence should be documented in your lesson plans and in your pre-observation documents.
 - Refer to Danielson's critical attributes; they will give you examples of how you might demonstrate each domain component in the classroom.
 - Talk with your colleagues. Ask them about strategies that they are using to meet each of the domain categories.
- Have a conversation with your evaluator. Ask the following questions:
 - What do you expect to see for each of the domains?
 - What does evidence of each domain look like to you?
 - How would you like me to provide evidence of domain categories that may not be directly stated in my lesson plans?
 - How would you like me to provide evidence of domain categories that may not be directly evident when you are in my classroom?
- Log on to TalentEd and review the required evaluation forms; see your evaluator with any questions.

In Your Pre-Observation:

- Explain your progress toward the goals you set at the beginning of the year. Be sure to provide evidence of your progress.
- Consider each of the domains. In your pre-observation paperwork, refer directly to domain language. Don't be afraid to quote Danielson directly. Be prepared to provide evidence in your pre-observation documents
- Refer to the pre-observation document; take the time to answer all questions with as much clarity and detail as possible. Be sure to use domain language where appropriate.
- Bring concrete evidence. By law, evaluators can only comment on what they see when they write up their notes on teacher observations. Provide your evaluator with documentation representing all four domains, such as planning guides, student records, classroom management plans, and team meeting notes (for example).

Your Observation:

- Evaluators should be on time; by law, they must stay for either a full lesson or for at least 45 minutes.

In Your Post-Observation:

- Your post-observation conference should occur within ten (10) working days of your observation.
- If you are asked to provide a reflection statement prior to the post-observation conference, you are within your rights to request your evaluator's written feedback prior to the post-observation conference. If no paperwork is requested prior to the post-observation conference, then both parties may discuss their reflections together at the time of the conference.
- Evaluators cannot use hearsay in their observation feedback.
- Take the time to read your written feedback carefully. Compare your written feedback to the language on the domain rubrics.
 - If you disagree with the written feedback, compare the written feedback to the evidence that you have gathered before, during, and after your observation.
 - If you still disagree, you may write a rebuttal. This rebuttal must be submitted within ten (10) working days, and will be attached to your official observation documents (see contract section 4.3).
 - You may request an additional observation.
 - If you are in danger of receiving a "Needs Improvement" or an "Unsatisfactory" summative rating, your evaluator is required to observe you one more time. You should also contact your NUEA Building Rep or our NUEA UniServ Director.
- Ask your evaluator to see the notes they took during your observation. This can facilitate a dialogue about the ratings you earned in each domain.
- Remember: signing a summative evaluation form only indicates that you have received it, not that you agree with it.

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.

The Defined Contribution Fallacy

Fallacy: I would rather invest my retirement savings in a **defined contribution** plan, where I get to control where my money is invested. This is similar to a 401(k) or 403(b) plan.

Reality: You currently have a **defined benefit** plan, in which you earn a predetermined benefit when you retire. The amount is based on a percentage of your income, and in Illinois, is earned in lieu of Social Security. Your benefit does not diminish if the market crashes or you run out of savings. The Teacher's Retirement System (TRS) collects contributions, manages investments, and pays retirees.

Advice: The state has historically and systematically failed to pay its share of TRS pension contributions. As a result, Illinois owes TRS over \$118 billion. Some have suggested eliminating TRS and instead offering defined contribution plans, in which members invest their own savings in 401(k) or 403(b) programs as they see fit.

There are a number of problems with this solution. First, simply switching plans does not diminish the unfunded liability, nor does it change the irresponsible spending policies that created the mess in the first place. Second, the cost to administer hundreds of thousands of 403(b) portfolios is enormous when compared to managing the combined assets and power of TRS. Members would pay more for less. Last, 401(k) and 403(b), or defined contribution, programs were designed to supplement a defined benefit-type program like social security. In no way should they ever be used as the sole retirement income in the absence of social security.

Keep in mind that investing in a 403(b) program **in addition to** TRS is your choice as a District 203 employee now. District 203 has nearly a dozen entities that can set up a plan that suits your needs. For more information, please contact Andi Pevitz at apevitz@naperville203.org.

Community Service and Collaboration

SERVING BREAKFAST AT THE KIWANIS PANCAKE BREAKFAST, 2017



RINGING THE BELL FOR THE SALVATION ARMY, DECEMBER, 2016



NUEA SCHOLARSHIP WINNERS, 2016



Emily Forsythe



Kurt Simpson



Ashlyn Bell

NUEA SCHOLARSHIP WINNERS, 2017



Philip Dohm
WNHS



Maddison Paladino
DGSHS



Whitney Smith
NNHS

IEA/NEA

Issues, Advocacy, and Action

**Long term solutions,
not band-aid fixes**

“Unions are one of the last remaining checks on corporate power, so it’s no surprise that corporate backed extreme special interests are attempting to effectively end unions as we know them.”

-Sarita Gupta, Jobs with Justice

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.

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 in-

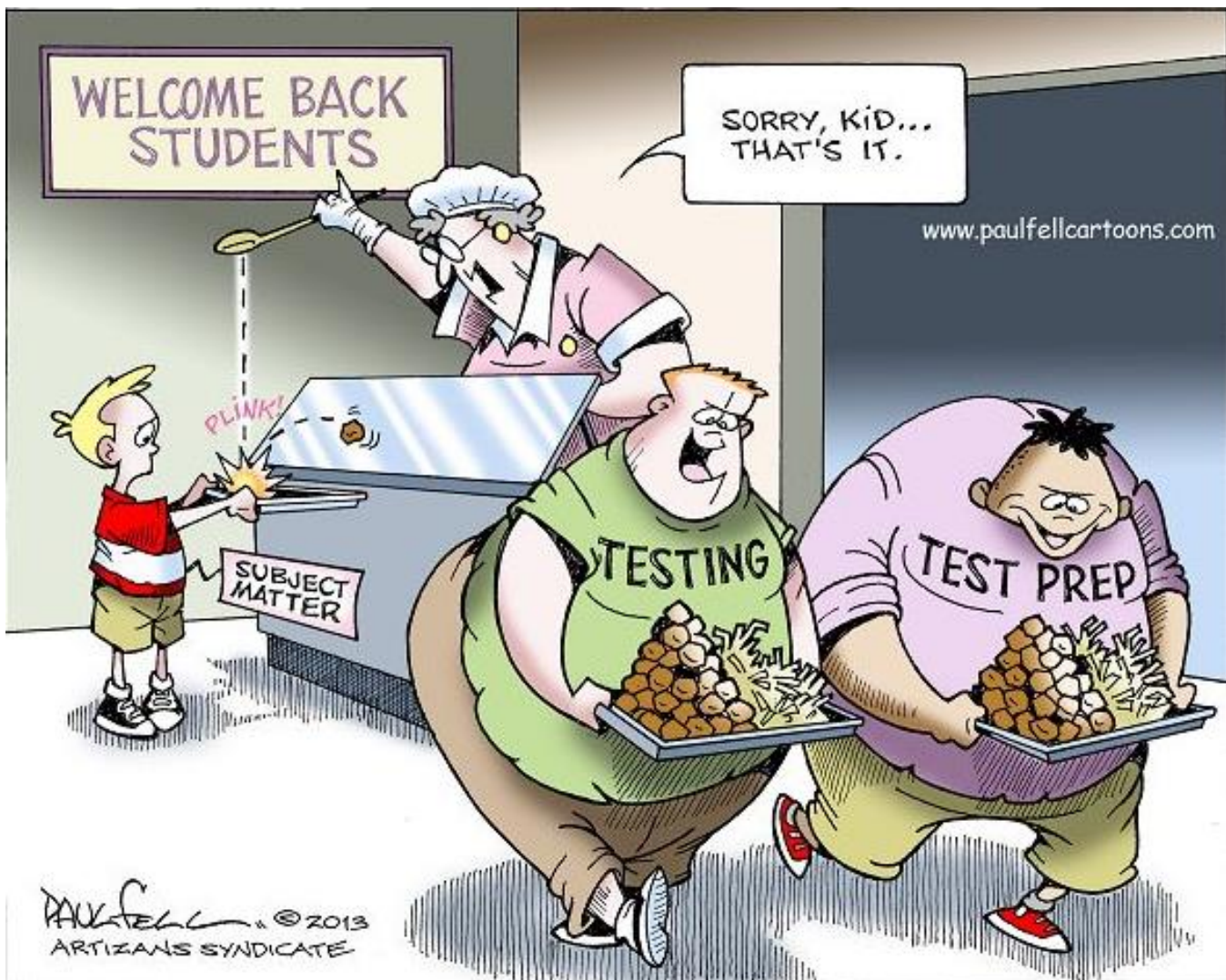
creased time required for testing and test preparation.

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 heard a case from California (*Friedrichs v. Californian Teachers Association*) in which teachers did not want to pay union dues, even though their union negotiates their salary and benefits on their behalf.

Currently in Illinois, state employees must choose between **full union membership** and **fair share membership**. The difference is that full membership 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. This argument is called “**right to work**,” but don’t be fooled. It is a right to work for less.

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 also shown that the quality of the classroom teacher is the single largest factor in student achievement (Darling-Hammond, 2010). Yet the best and brightest apprentices 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.

Furthermore, union members are also taxpayers. They share the interests of non-union taxpayers in keeping the cost of government services reasonable and making sure money is spent responsibly. Diminishing the union's influence will result in a long-term diminishment of instructional quality and resources, ultimately reducing property values.

Clearly, fair share helps ensure that the union can continue to operate on the behalf of students, staff members, and long-term interests of the taxpayers 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-ctb>

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-union>

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.ieanea.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 circulation. 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, 201) 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 employees' 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 2017 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 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.

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*

Further Resources/Citations:

A Better Illinois. (2014). www.abetterillinois.org

Good Jobs First. (2014).
www.goodjobsfirst.org/states/illinois

Hanauer, N. (July/August 2014). The pitchforks are coming...for us plutocrats. *Politico Magazine*. Retrieved from: http://www.politico.com/magazine/story/2014/06/the-pitchforks-are-coming-for-us-plutocrats-108014.html#.U7Izb_k8BL

Illinois Department of Commerce and Economic Opportunity. (2014). www.illinois.gov/dceo

Topinka, J.B. (2013). Illinois Tax Expenditure Report. Retrieved from: www.ioc.state.il.us/index.cfm/resources/reports/tax-expenditure/fy-2013

Klinger, S. & McFate, K. (2013). The corporate tax rate debate: Lower taxes on corporate profits not linked to job creation. Center for Effective Government. Retrieved from: <http://www.foreffectivegov.org/files/budget/corp-tax-rate-debate.pdf>

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/ReportsRequiredByStatute/2012EDGEAnnualReport.pdf

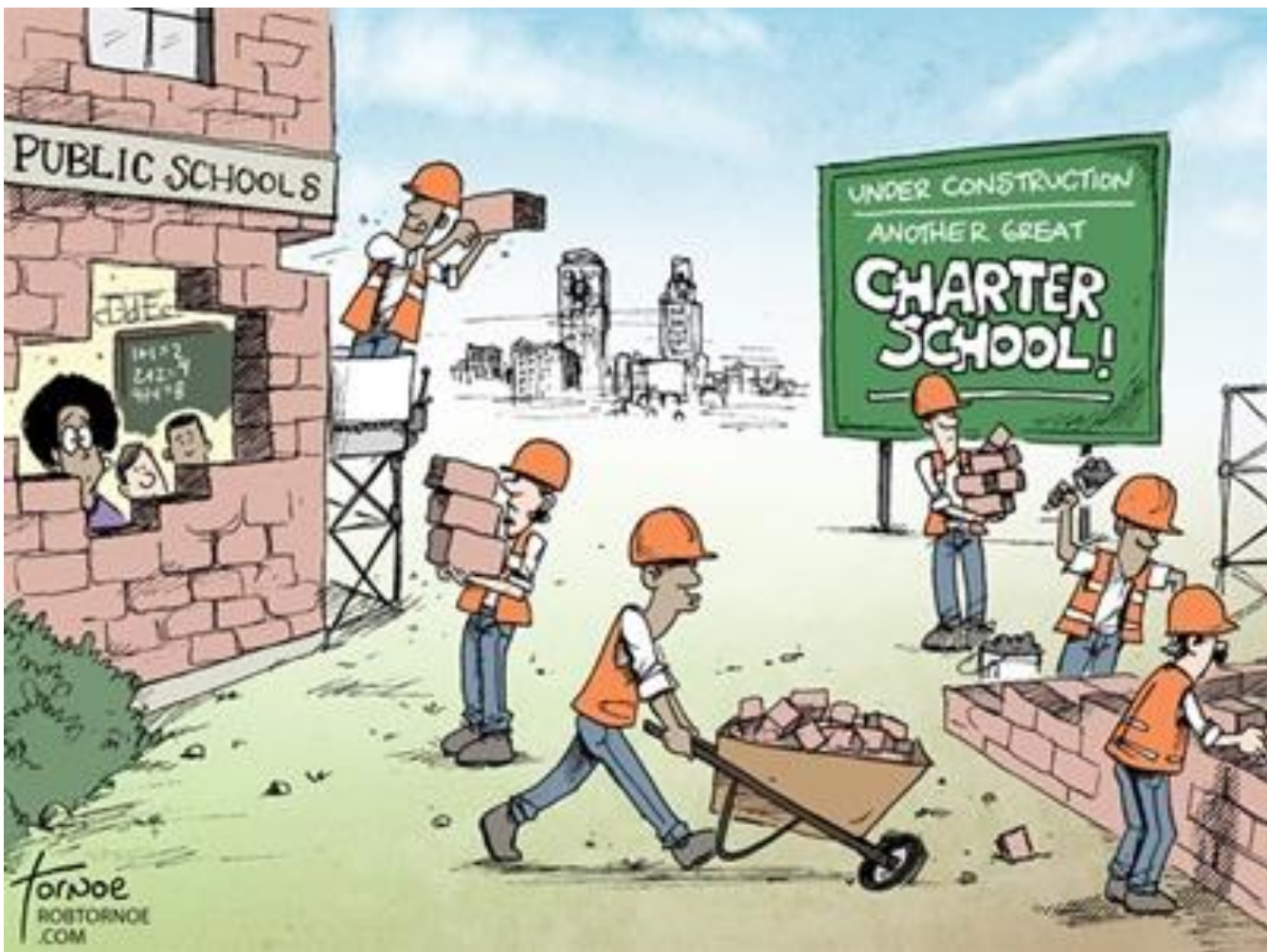
Issues in Education #4: The Privatization of Education

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.

Secretary of Education Betsy DeVos has vociferously fought in favor of school choice for 30 years. "School choice" allows parents to divert money from public schools to private, for-profit

charter, and religious schools at the taxpayer's expense without taxpayer oversight. DeVos maintained that these schools would have the right to deny student access to marginalized populations if the state allowed it.

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. Students also may attend the school that best suits their mindset, culture, demographic, or social/economic status.



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 \$8,000 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. Educational decisions primarily benefit shareholders, not students.

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 infrastructure, teachers, and supplies. Plus, in an effort to turn a profit, many charters hire inexpensive and inexperienced teachers, diminish non-tested curriculum (arts, PE, etc.), 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 Rav-*

itch’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. Under-graduate teacher prep programs have 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 Chicago-Business.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.

Yet the public pressure for ceasing government tax credits and incentives to private businesses is relatively low. One cannot argue the public sector employees are responsible for our state's fiscal challenges while ignoring millions of dollars in tax giveaways to our state's wealthiest corporations.

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 (which is currently the case).

Government entities formulate budgets based on a balance between anticipated revenue and expenditures. Included in these budgets are long-term forecasts of population trends. Pen-

sion payment plans and annual budgets rely heavily on these forecasts.

Yet, according to the Illinois Department of Revenue, 66% of Illinois corporations pay NO income taxes to the state. This is due to a wide variety of incentives, waivers, deferments, and other tax programs that have wiped away a significant source of Illinois' revenue.

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 and 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 community.

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 in 2015. This is not a facility invested in the needs of the greater public which sustained it for many years.



When Should You Contact Your Building Representative?

Our aim is to preserve our collectively-bargained contract. If you have any questions about the contract, please contact your building rep or check our web site.

Contact your building rep if...

- If you feel that someone or some group is not following the terms of the contract.
- If you feel that building or district leadership is not adequately addressing a concern addressed to them.
- If you have an idea that could improve working conditions for staff or learning conditions of students.
- If you would like to volunteer to be a representative at an IEA or NEA function, including the Representative Assemblies.
- If you would like to assist NUEA leadership with a project or initiative.
- If you would like to run for an NUEA office or become a building rep.
- If you would like to attend an IEA or NEA sponsored professional development activity.
- If you would like to volunteer for political action.

Our contract may be downloaded from NUEA Connect (nuea203.org/members).

Becoming an Informed NUEA Member

Please follow us on Twitter @NUEA203.



Visit nuea203.org often. Go here to find your contract, news, updates, and tidbits about NUEA.

Download the *My IEA* app from the Apple Store or from Google Play.

Please attend your school's monthly 10 minute meeting.

Please vote during NUEA, IEA, and NEA elections.

Please vote during your community's primary and general elections. Download candidate information and fact sheets on pending legislative bills from www.ieanea.org/legislative/ipace

Final Steps: Becoming an Informed NUEA Member

Please sign-in to NUEA203.org and click “NUEA Connect” at the top of the page.

- Click “Register Now” and create your account.
- Please provide your *non-school* e-mail address and choose a password at the prompt.
- You will be sent important announcements and newsletters outlining how NUEA is currently working on your behalf.

Please complete and return the attached survey before lunch today. Surveys returned today will be entered into a drawing to win a \$50 gift card! Everyone who returns their survey will also receive a gift from the NUEA. After you get your gift, please enjoy your lunch, courtesy of the members of NUEA!

During lunch, NUEA executive board members will be available to answer your questions and get to know you better.

Benefits and Resources

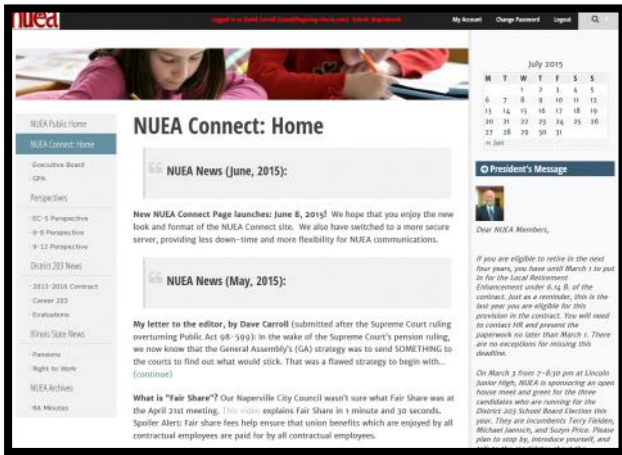
“Teachers who love teaching teach children to love learning.”

-Anonymous

Critical Websites NUEA – IEA - NEA

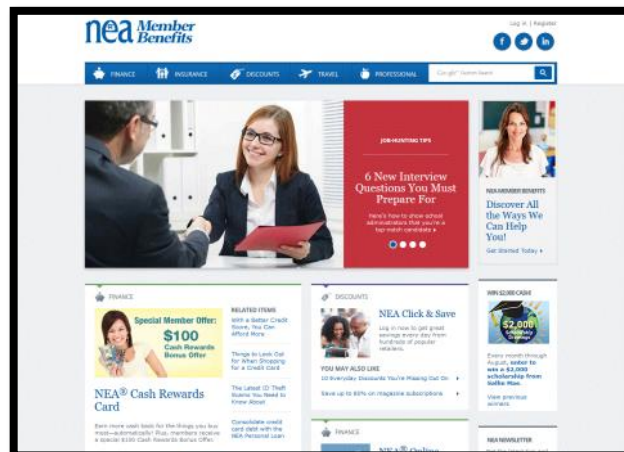
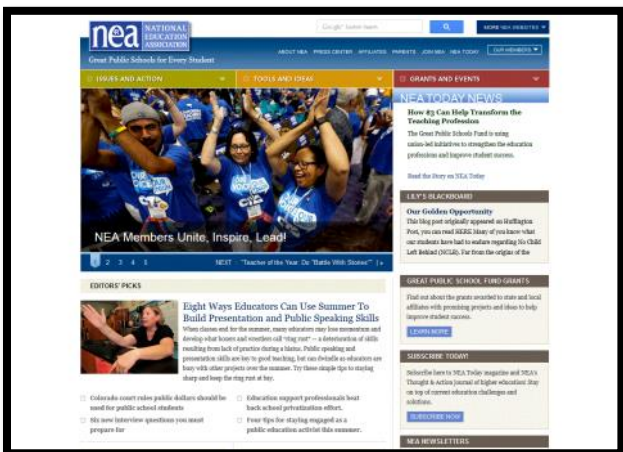
NUEA Connect - nuea203.org/members

IEA - ieanea.org



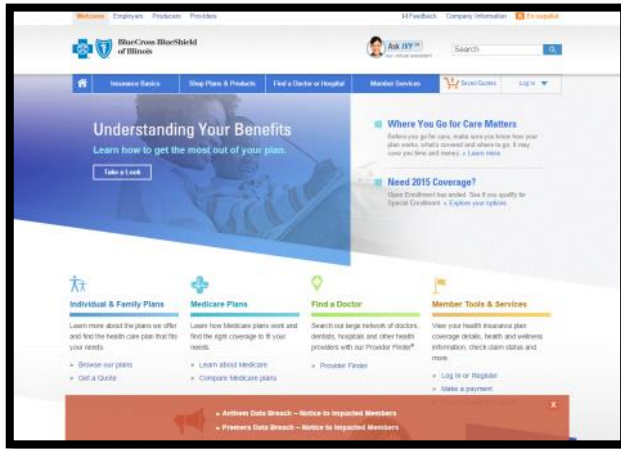
NEA - nea.org

NEA Member Benefits – neamb.org



Critical Websites – Personal

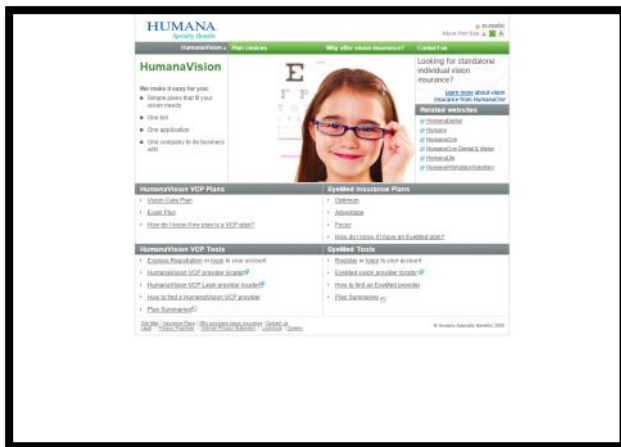
Blue Cross Blue Shield – bcbsil.com Group ID# P10478



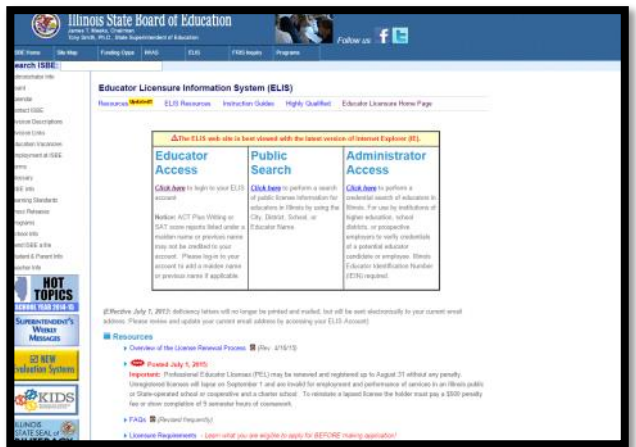
Delta Dental – deltadentalil.com



Humana Vision Care – humanavisioncare.com



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



National Education Association Member Benefits (neamb.org)

Credit

- ▶ **NEA® Cash Rewards Card** Earn 1% cash back on purchases everywhere, every time. Earn 2% at grocery stores and 3% on gas for the first \$1,500 in combined purchases in these categories each quarter: neamb.com/cashrewards
- ▶ **NEA® Credit Card with Rewards** Earn 1 point for every \$1 spent on purchases. Redeem points for cash, gift cards or travel rewards: neamb.com/rewards

- ▶ **NEA® Accelerated Rewards® American Express® Card** Earn rewards 25% faster than our standard card, and get special offers from participating merchants: neamb.com/amex
- ▶ **NEA RateSmart® Card** Save on interest charges with our lowest-rate card: neamb.com/ratesmart

Prepaid

- ▶ **NEA® Visa® Prepaid Card** Add money to your card account, then use it every day to shop online or pay bills (fees may apply). You can even set a budget and track

your monthly spending. No credit check² or minimum balance is required.³ neamb.com/prepaid

Savings

- ▶ **NEA® Savings Program** Get more for your money through our high-performing savings products which include:
 - NEA® Certificate of Deposit
 - NEA® IRA Certificate of Deposit
 - NEA® Money Market Account
 - NEA® Online Savings AccountReceive a \$20 member bonus⁴ for each new account type you open each year (excludes IRAs). Deposit products offered by Discover, Member FDIC: neamb.com/savings

Loans

- ▶ **NEA Personal Loan®** Discover an easier way to pay off higher-interest debt. Members meeting credit criteria can take advantage of low, competitive rates and no balance transfer fees to consolidate debt into one simple-to-manage loan: neamb.com/personalloan
- ▶ **NEA® Smart Option Student Loan® by Sallie Mae®** Borrow up to 100% of college tuition, room, board and other costs. Defer payments until after graduation, and lower your rate by a quarter point when you make 12 consecutive on-time payments⁵: neamb.com/studentloan

- ▶ **NEA Home Financing Program®** Count on exceptional service, a choice of loan options, and competitive rates and fees on purchase and refinance mortgages, home equity loans, and lines of credit. Receive a \$500 My Mortgage Gift™ award when you close your purchase or refinance a loan⁶: neamb.com/hf

Retirement

- ▶ **Online Retirement Planning Center** Find timely tips and tools, whether you're just starting a career, already retired, or somewhere in between. The center also offers access to a specialized Retirement Income Calculator that provides details on

your state pension plan and tells you if you're saving enough. Plus, you get *Kiplinger's Retirement Report* free every month: neamb.com/retire

- ▶ **NEA® Retirement Program** We offer a full suite of products to help manage your retirement savings and income needs throughout every stage of your life: neamb.com

Subscribe to our newsletter, featuring the latest tips on a comfortable and happy retirement at neamb.com/newsletters

Life Insurance

- ▶ The **NEA Members Insurance Trust®**⁷ can help members choose the life insurance coverage that's right for them, with informative articles, tools, and guides: neamb.com
 - NEA® Accidental Death & Dismemberment Insurance
 - NEA® Complimentary Life Insurance
 - NEA® Group Term Life Insurance
 - NEA® Guaranteed Issue Life Insurance
 - NEA® Introductory Term Life Insurance
 - NEA® Level Premium Term Life Insurance

Health Insurance

- ▶ **NEA® Hospital Income Insurance Plan** pays cash directly to you, to help with extra expenses: neamb.com/hospitalcare
- ▶ **NEA® Long-Term Care Insurance** offers member-only rates to help cover nursing home care, caregivers at home, and more: neamb.com/lc
- ▶ **NEA® Dental & Vision Insurance Plans** offer affordable access to comprehensive dental and vision care, your choice of providers, plus hassle-free benefits: neamb.com/dentalvision
- ▶ The **NEA Income Protection® Plan** pays you a monthly disability benefit when you're

unable to work due to a covered illness or injury: neamb.com/incomeprotect

- ▶ The **NEA® Retiree Health Program®**^{7,B} provides nationwide coverage to help fill Medicare's gaps. With several plan options available and no provider lists, you get the freedom to choose your own doctor. Plus, low group-premium rates mean you could get more coverage for less: neamb.com
- ▶ The **NEA® Group Part D Program®**^{7,B9} helps manage the costs of a wide variety of prescription drugs. Two plan options offer more coverage for generic drugs than most standard plans at over 68,000 participating retail pharmacies nationwide. There's also first-dollar coverage and copays as low as \$1: neapartd.com

► **NEA® Group Hospital Indemnity Insurance Plan**

Pet Insurance

- **NEA® Pet Insurance** covers accidents and illnesses with plans starting under \$1 a day. Emergency visits, prescriptions, lab tests, exams, cancer care, hospitalization, surgery, X-rays and more are typically covered: neamb.com/pet

Property & Casualty Insurance

- **NEA® Auto & Home Insurance** helps drivers save an average of \$443 a year, plus homeowners get extra coverage designed just for educators: neamb.com/autohome

Before you buy anything, see what these member-only programs can do for you:

- **Costco® Membership** Discounts for new memberships; additional savings for existing Costco members: neamb.com/costco
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- **NEA® Vehicle Protection Program** Save \$100 on extended vehicle service contracts from CARCHEX®—a provider of competitively priced extended warranties trusted by industry experts: neamb.com/vpp

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- **NEA® Auto Buying Program** Guaranteed savings on new cars and special used car discounts put you in the driver's seat at certified dealers nationwide. Members have seen average savings of \$3,221 off MSRP: neamb.com/autobuying
- **NEA Click & Save®** Save a bundle at your favorite online stores, including Macy's, The Home Depot, Best Buy and Toys "R" Us. Save big at local merchants and restaurants, too. Shop for everything from clothing and electronics to pet food, vacations and jewelry. Earn WOWPoints at thousands of merchants and redeem them just like cash: neamb.com/clickandsave

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- *Life Insurance Basics*
- *NEA Member Guide to Long-Term Care Planning*
- *The #1 Way Educators Can Stay Healthy This Winter*

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- *10 Everyday Discounts You're Missing Out On*
- *6 Ways to Dine Out on a Dime*
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- *Are You Missing Out on These Educator Tax Deductions?*
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- ▶ **Get specially discounted tickets** to Florida theme parks, Broadway shows and all kinds of attractions.

- ▶ **Dollar Rent A Car** Save every time you rent with Dollar Rent A Car! Take advantage of your NEA member discount and make sure to reference the discount code when you reserve your rental: neamb.com/dollar
- ▶ **Enterprise Rent-A-Car** Exceptional customer service and the savings to match. Receive your member discount on everyday low rates. Plus, We'll Pick You Up*: neamb.com/enterprise
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- ▶ **Learning Bridges** Members receive 25% off online courses and instant access to teaching resources offered through Learning Bridges, an NEA Academy partner. Check out the Teacher Support Tool and other peer-reviewed education options: neacademy.org/learningbridges

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THANK YOU !



NUEA New Staff Survey 2017

Please return the attached survey before the end of lunch today. Returned surveys will be entered in a drawing to win a \$50 gift card.

Your name _____

Your school _____

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

Your district e-mail address _____

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 <small>MI=More information needed 10=extremely interested</small>
IEA Professional Development Conference	Would you like information about attending the IEA professional development conference to help you in your classroom on December 1-2? All expenses will be paid by NUEA.	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
Political action	Are you interested in being a part of our Grass-roots Political Action (GPA) team? We educate our staff and community about local, state, and national policies affecting education?	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 Apr 19-21, 2018, (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 Minneapolis, MN?	Would you like to represent Illinois teachers? This event is held June 30-July 4, 2018, in Minneapolis, MN, and determines our NEA budget and legislative platform. All costs are paid.	MI 0 1 2 3 4 5 6 7 8 9 10

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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
First Year-Teacher Perspective or Experienced Teacher/ New-to-district Perspective	Would you consider writing an article for our newsletter in <u>October</u> or <u>January</u> regarding your experience in the District?	MI 0 1 2 3 4 5 6 7 8 9 10
Twitter Team	Would you like to be a part of our NUEA Twitter Team by posting information of interest to NUEA members?	MI 0 1 2 3 4 5 6 7 8 9 10
More Perspectives	Would you consider writing an article for our newsletter in <u>September</u> or <u>March</u> regarding an exciting tool or innovation that works for you?	MI 0 1 2 3 4 5 6 7 8 9 10
Web page development	Have you authored a web page? Do you know HTML or other coding languages?	MI 0 1 2 3 4 5 6 7 8 9 10

Do you have any comments on today's presentation? Or do you have any questions for us? If so, please let us know your question and we will contact you.

