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| Chicago Public Schools Files for a Preliminary Injunction to Return Chicago Students to Class    |
| *September 17, 2012* |
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|  This morning, the Chicago Public Schools (CPS) filed a complaint in the Circuit Court of Cook County seeking a preliminary injunction that would end the Chicago Teachers Union (CTU) strike immediately and return Chicago's students to the classroom. Last night, after the CTU chose to delay ending their strike, Mayor Emanuel instructed the City's Corporation Counsel to work with the General Counsel of CPS to seek an injunction.The verified complaint seeks a temporary restraining order and a preliminary injunction that would seek to end the strike immediately based on two counts:* Count One: The CTU strike is illegal.  State law expressly prohibits the CTU from striking over non-economic issues, such as layoff and recall policies, teacher evaluations, class sizes and the length of the school day and year.  The CTU's repeated statements and recent advertising campaign have made clear that these are exactly the subjects over which the CTU is striking.
* Count Two:  The strike is a clear and present danger to public health and safety. It prohibits students from receiving critical educational and social services, including meals for students who otherwise may not receive proper nutrition, a safe environment during school hours and critical services for students who have special needs.

 CPS is seeking relief for the sole purpose of getting teachers and students back into the classroom; the verified complaint does not ask any entity to weigh in on the content of the contract. Last night, the Mayor stated: "I will not stand by while the children of Chicago are played as pawns in an internal dispute within a union. This was a strike of choice and is now a delay of choice that is wrong for our children. While the union works through its remaining issues, there is no reason why the children of Chicago should not be back in the classroom, as they had been for weeks while negotiators worked through these same issues |

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| Statement by Chicago Board of Education President David Vitale    |
| *September 16, 2012* |
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|  We are extremely disappointed that after ten months of discussion, and reaching an honest and fair compromise, that the CTU has decided to continue their strike of choice and keep children out of the classroom. As you know, school began on August 13th as the parties continued to negotiate.  There is no reason why our kids can't be in school while the union reviews the agreement. Just as we have said this is a strike of choice, this has become a delay of choice. Our kids cannot be used as pawns in internal union disagreements. Every day the students are out of the classroom is a day our kids lose. Even as the CTU has chosen not to return to the classroom, we will continue to meet our responsibilities to our children and their parents. Tomorrow, our [147 Children First sites](http://www.cps.edu/ChildrenFirst/Pages/default.aspx), in addition to parks and neighborhood organizations, will provide full-day services for any child that needs them. While the CTU continues to delay ending their strike, we will do whatever is needed to support parents and children. We know that the vast majority of our teachers want to be in the classroom as do we. We all need to put our children first.  |

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| **CPS Schools Open Today for All of Chicago’s Students with the Full School Day**  |
| *All Chicago Students Benefit from More Quality Time in Reading, Math and Science and New Opportunities in Recess and Enrichment like Art, Music, PE* |
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|  September 4, 2012 Chicago Public Schools (CPS) CEO Jean-Claude Brizard, CPS Board Members and members of the CPS leadership team joined Track R school communities across the District to launch the new school year and the Full School Day, giving all students access to a quality day to help them succeed. Since reaching a landmark agreement with the Chicago Teachers Union (CTU) on the full day in July, which included the addition of 477 new teaching positions, more than 140,000 kids who started school in August have been in the classroom benefiting from more quality time with their teachers. Today, more than 250,000 CPS students began the Full School Day with the start of Track R schools. On top of the 477 positions added through the Full School Day agreement, CPS schools have hired more than 700 additional teachers with new discretionary funding. To support a quality Full School Day, CPS allocated $130 million in additional discretionary funding to give principals and school communities the flexibility to structure a day that best meets the unique needs of their student body, including hiring additional positions. “This is a momentous day in the history of CPS as every child throughout Chicago now has access to a quality school day and year, putting them on a path to success in school and life,” said CPS CEO Jean-Claude Brizard, who welcomed students to their first Full School Day and rang the school bell at Roberto Clemente Community High School. “Every student deserves the opportunity to stay in the classroom and take advantage of all the Full School Day has to offer.” With the additional time provided by the Full School Day, all students at Clemente are receiving the equivalent of an additional full class period in math and English four days a week. Students who are on track to graduate at Clemente are also receiving an additional class period of enrichment including fine arts, health and wellness, AP supports, medical science and photography, and recovery options are now available to those who need extra help to get back on track to graduate. In July, Mayor Rahm Emanuel and CPS announced that Clemente would be among five new wall-to-wall International Baccalaureate schools, transitioning in the fall of 2013 as part of the continuing effort to provide high quality school options for every student in every neighborhood across the City of Chicago.  As Clemente illustrates, the Full School Day looks different at each school, as each principal and school community has been given the resources and flexibility to structure a quality school day that best meets the unique needs of their student body. At an average neighborhood elementary school such as Spencer Technology Academy, the students are receiving a daily average of:* 20 additional minutes in reading
* 30 additional minutes in intervention with adaptive technology
* 15 additional minutes in math
* 10 additional minutes in enrichment
* 25 minutes of recess (previously students did not have time for recess)

 The implementation of the Full School Day encompassed a year-long planning effort to ensure a thoughtful, engaging, and seamless transition to the new Full School Day and year. Examples of preparation and supports schools received for the implementation of the Full School Day included:  |

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