



# UPDATE

American Federation of Teachers Local 604, AFL-CIO

[www.aftlocal604.org](http://www.aftlocal604.org)

February/March 2022

## Questions, Truth and the Noble Art of Teaching

By Jared Ploger

Social Studies Teacher at Valley View CUSD # 365U

Recently during my Social Justice Class, I asked my students to write one or two words that came to their mind when given the following topics: African History, African-American History, and US History. I found the answers interesting. There was a lack of answers to African History which caught my eye. However, one thing that stuck out to me and still resonates with me was an answer given to US History by a student. The answer simply read... "lies."

What has been difficult now since coming back from a hybrid setting is having students engage in difficult conversations/discussions. I believe we comprehend how exhausted we are. However, turning exhaustion off and stepping into a classroom and somehow finding the ability to dive deep into conversations at the heart of much of what is causing our trepidation is really a heavy lift. In short, students are exhausted too.

Yet, the wrong message is sent when we see limitations of what we can discuss/teach that are actually, in some cases, targeting phantom menaces. Constructs of fear that don't really exist seem to plague us in education right now.

The good news for many of us is that in a class like a Social Justice class, we strive to make much of it student driven. The student drives the issues and the research they are conducting. This allows for authenticity and ownership by the student. However, perceptions are allowed to permeate that a solid block of teachers exist to project an agenda in education that somehow works against the fabric of the United States.

When I have had tense conversations with those outside of education, it is never lost on me how unsettling questions can become with those outside of education. In education, we should never be afraid to ask questions, what I consider a crucial building block of learning. When we are younger, those questions are fuel, and we love to see the energy given off by those questions. As our students grow older, those questions become more complex, harder to answer, and more difficult sometimes to extract. And yet, they are still essential in our guidance.

Our nation was founded on questioning what was going on around us-taxation without representation. Our nation destroyed its most horrific attribute by asking a tough question which led to not just the abolition of slavery but one of the most influential Amendments, the 14<sup>th</sup> Amendment. Our nation has continually asked the question of what America

should be time and time again, generation after generation, reforming and retooling itself. And beyond each generation, a story has been left for all that follow to sift through. What that student the other day considers a lie may either be an incomplete story, a different perspective, or simply information they feel was purposely kept from them.

Each of us has a story to tell in this tale, and we Americans love to hear individual tales. We connect, identify, and become captivated with such stories. So, it is only natural for those of us who are students of our history to be perplexed and unsettled when we hear that others want to limit us.

When we find scenarios of whether to discuss January 6<sup>th</sup> or not, as an example, I go back to... questions. Did it happen? We know it did! Do my students find it significant? Do they have questions? Does it tie into standards? Does it tie into anything else we are studying OR need to study or pay attention to? To say it did not happen OR that no one finds it significant would merely fuel that student who answered my question earlier when they felt US History is a "lie." Right now, there is a concept by some that a fixed mindset of some adults is being left out of the conversation of education. However, what should never be sidelined (and especially to a fixed mindset of an adult) is the inquisitive nature of young people.

One of my favorite Shakespeare quotes (though I hate that gender is assigned to it) is the following: "The lady doth protest too much, methinks." When we have events that come up and students have questions, if our reaction is to hide or bury them, it merely displays the aura of guilt...or projects as the one student stated...lies.

And perhaps to emphasize the point and really send message home, it will never be lost on me that the class I reference was not approved by the entire School Board which governs my School District when the class was passed. So, while this student feels as if what we teach is not real, not truthful, I am reminded there are elements that want me to stay away from asking the questions I'm asking and entertaining the questions I am entertaining from my students. At the end of the day, is it the questions we ponder...OR the answers and solutions we may consider?

There has never been a more noble time to pick up the art of teaching.

2

We're in a crisis, but Which One?

By Bill Briggs  
AFT Local 604 President

3

Why I still want to be an educator  
By Emma Harris  
Eureka College senior

4

Hazardous conditions  
By attorney James Ridge

## We're in a crisis, but Which One?



Bill Briggs

It doesn't take a scientist to understand that public education is in trouble not only in our country and Illinois, but also more relevant in East Aurora, Kankakee, Ohio, Joliet, and all of AFT Local 604's councils.

We know the shortage of professional educators, paraprofessionals, bus drivers, and support staff will only worsen for the foreseeable future. We are also aware that the concern is real, and groups are working toward a solution. If we are honest, we also know that higher salaries for all is not the only answer.

Veterans often think out loud and ask why any young person would want to face all of the obstacles increased by the everlasting Pandemic.

However, another crisis, in my opinion, needs to be acknowledged. Is our Union in trouble, too? Before the Janus decision, we enjoyed fair share in Illinois. When someone was employed in most of our councils, they had to join the Union or pay a fee for the services and representation they received. For the most part, the damage from Janus was not as impactful as some thought, or the right hoped. Our membership remains strong. Now, though, I am starting to see a wedge and if we don't admit its existence and work on a solution, our future could be dim.

As union leaders and members, we are aware of a growing divide that, if we are not careful, could do the damage that was the initial intent of Janus, to cause our membership to drop.

Take, for example, what happened in Virginia in mid-January after Republican Governor Glenn Youngkin took office. One of his first executive orders was to say that masks would be voluntary in schools. Next, at a school board meeting in Luray, Amelia King told the board that "I will bring every single gun loaded" if her children were required to wear masks at school.

Crazy, but real. This mask issue is real here, too. Most of our members support the wearing of masks, but others do not, nor do they support the state mandate of vaccination or testing in public schools. As the IFT continues to support the mandate, grumblings are not so silent from some pockets of membership that their views are not being heard. How do we have this conversation and survive?

Here's another one front and center. Last month, the Chicago Teachers Union took a stand that many outside the city either did not understand or support. Because the CTU felt the buildings were not safe for a variety of reasons, 73% of those voting supported not returning to teach in the buildings. The result, ugly publicity, and a lock out by the mayor.

Council and local leaders outside the city had to explain to members, who were already back in the buildings, what was going on, how the union could take this action while under contract. Some wanted to copy Chicago, while others thought the CTU was wrong. The wedge, not being able to understand how we are all one, that each council is different, to a degree,

and both sides can be right.

Not to be outdone, move Critical Race Theory to the forefront. Let's head back to Virginia where the Republican won the governor's seat, not by touting Trump's support, but mainly by campaigning on CRT and how he would not allow it to be taught in the state. Where he failed to be honest was that no one could name one district where it was already happening. So, the issue, the wedge is those who believe we can't change history not understanding why some just want the truth to be told. How do we have this discussion when in some downstate district, just the mention of CRT brings parents to the school board to protest.

As if this is not enough, take the SAFE-T Act, Public Act 101-0652, passed in January of 2021. Again, we already know the wedge here, policy reform vs Back the Blue. At some point, "defund the police" was used, and that started this battle. Again, messaging is at the heart of the issue even within our own Union. Some councils have encouraged removing all police from the buildings, while others depend on the security officers to act not only as eyes in the buildings, but also as a stronger connection to the community.

And I don't even want to touch the damage "White Privilege" has done. Again, in many communities, the history of the treatment of minorities is front and center. That is not the case elsewhere as individuals ask not to be judged without "knowing me."

So, how does all this tie together as a crisis? We now have members who have threatened to quit because they feel they are not being heard. And the threat could become reality.

For a long time, I have believed that the AFT assumed that the vast majority of our members supported the Democratic Party because of its support of public education. We failed to admit that for a variety of reasons, maybe 30%+ are Republicans and a growing number are independents.

Have we strayed too far from the original core values of education? Are we looking more at social issues? And who decides which issues are important?

I know I am taking a chance with this column, but somehow, we need to have this conversation and work together to keep the union strong without either side feeling threatened. In most cases, we have not done a strong enough job to explain to the members what their contracts mean to them, and without unity and strength of togetherness, that contract could be weakened or even lost.

Are there easy answers? No, but if we cannot have the conversation, we could risk losing the strength and unity of our union. One thing the Trump era did was bring the division to the surface, but who better to solve this crisis than educators; we do it every day. We are miracle workers.

Now, go and make that miracle happen. Be builders of bridges, not walls.

Update

# Why I Still Want to Be an Educator

By Emma Harris, Eureka College senior

More often than not, when I inform others that I want to enter the field of education - I get a laugh, shocked expressions, or a "Good luck with that." Today, more than ever, teachers are leaving the field, experiencing extreme burnout while working extended hours just to keep their classrooms in a place that is functioning. So, when I was asked "Why do I still want to be an educator?" I had a few things to say.

Firstly, the impact of teachers on my life is the reason that I fell in love with school. Everlasting kindness, meaningful support, and a love for learning was provided to me by the strong examples of hardworking, dedicated, and nurturing teachers I had when I grew up. I want to be able to touch the lives of students in that same way. I have been in a variety of classrooms as a student, an observer, and now as a student teacher, and have been able to witness first-hand the negative environment when those students were not lucky enough to have such an environment that I grew up with. As an educator, I can work to provide such a meaningful and enriching environment for my students, and work to help cultivate with other educators to ensure we are all doing the same.

Secondly, in special education, there have historically been limitations and restrictions established for these students that have closed doors, hindered their independence, and disadvantaged students' ability to have the same opportunities and success as their general education peers. In special education, I can actively work to advocate for individuals who have been disproportionately deprived of opportunities that are guaranteed for students who do not have a disability. By working in special education, I can speak up for what my students need, encourage, and provide opportunities for inclusion, and help educate others on how they can do the same.

Lastly, I want to make a difference while my students are making a difference for me. One beautiful aspect of being an educator is that you can provide learning opportunities and, learn every single day. I will grow in my profession, refine my skills, and continue to learn every single day I am in a classroom because of the students within the building. I can impact the life of a child, and they can forever change mine.

Teaching is by no means an easy profession with summers off and lots of relaxing time. Teachers are often not revered for their work by the media, and parents may also not respect the dedication and commitment that their child's teacher has to the learning environment. However, because of who touched my life as a child and the multitude of opportunities I have had to see classrooms of all different instructional methods with different teacher supports, I want nothing more than to do my part in impacting the lives of children. Being an educator is the most rewarding profession I can think of being in, and I look forward to the many years of teaching I have in my future.

(Editor's note: Emma is a graduate of Streator High School. Her father, Doug, is an AFT Local 604 member who teaches at Streator H.S. and is council vice-president. Her mother Kathy works at the Local 604 office as IFT support staff personnel.)



Student teaching at Roanoke Benson-sixth grade special education classroom

## FANNIE MAY DISCOUNT NOW 20% OFF For AFT Local 604 Union Members

The Fannie May Gift Cards are now available at AFT Local 604 at the discounted price of 20% off. You can use the gift cards at any Fannie May store for any items.

You can enjoy this savings all year long. Just mail your check made payable to AFT Local 604 for the total amount and include \$1.00 for postage/handling or you can stop in the office for no additional fee to pick up.

Please indicate which Gift Card(s) you would like.

Fannie May Gift Cards	Union Cost	Quantity	Total
\$5.00 gift card	\$4.00	_____	_____
\$10.00 gift card	\$8.00	_____	_____
\$20.00 gift card	\$16.00	_____	_____
	Postage & handling	_____	_____
	Grand Total	_____	_____

We will accept checks ONLY for your order.

No cash  
No credit card

AFT Local 604  
1520 N. Rock Run Drive  
STE 1  
Crest Hill, IL 60403

Prices are subject to change



# Your rights under the Workers' Compensation Act

By James M. Ridge, attorney at law

## Hazardous Conditions

### Workers' Compensation Parking Lot Cases with Hazardous Conditions

Winter is here again besieging facilities with ice, snow and melting pools of water. Every year, thousands of teachers get hurt in slip and fall accidents. One in every five of these falls results in a serious injury such as broken bones or head injuries. A slip and fall injury occurring because of a hazardous condition, either in a parking lot or in an interior entrance/hallway, may constitute a work injury. These cases are determined on a factual basis, and you should consult with an attorney to discuss compensability. Please remember that there is a three-year statute of limitations starting on the date of the accident to when your case must be filed at the Illinois Workers' Compensation Commission.

**After a slip and fall on ice and snow, always follow these three important steps:**

#### Report The Fall

A slip and fall on ice and snow often leaves no trace, other than the damage to your body. Insurers often use this fact to their advantage. The best thing you can do for your claim after the accident is to immediately notify the school/property owner. Be very careful about what you say and do after a slip and fall accident! Even simple phrases like "I'm Ok," or "I didn't see that there" could be used against you, so keep quiet as best you are able. If you need to describe the accident, stick to the facts.

#### Gather Evidence

Take photographs of the icy condition that caused your injuries. If anyone witnessed your fall, take note of their contact information, and ask them to provide a statement. Find out if any surveillance cameras were in the vicinity of your fall and request copies of the footage. Remember that if you wait too long, the evidence will disappear.

#### Seek Medical Attention

The only way to tell if your injuries are serious and how to help them get better—is to seek medical care. Seeing a medical doctor is not just good for your physical recovery, it is also important to the success of your legal claim.

#### **Getting help for your slip and fall accident**

Slip and fall accidents often lead to considerable medical bills and time away from work. In order to receive compensation for medical expenses and lost wages, injured individuals often choose to file a claim against the person or company responsible for the conditions that caused the accident. A great first step in pursuing a potential claim is to contact an experienced lawyer at Ridge & Downes for a free claim evaluation.



For more information on your rights contact:

**RIDGE & DOWNES, P.C.**

**REPRESENTING INJURED PEOPLE IN ILLINOIS FOR OVER FORTY-FIVE YEARS**

230 West Monroe Street, Suite 2330 Chicago, IL 60606

**1-800-572-1136**

[www.ridgedownes.com](http://www.ridgedownes.com)

**Concentrating in workers' compensation claims, FELA and personal injury cases.**

Free consultations in Joliet and other areas throughout Illinois.

## Initial Richard Manley Scholarship winners

AFT Local 604 is pleased to announce the initial winners of the Richard Manley Scholarships for professional educators and support staff members.

The \$2,000 scholarship honors the immediate past president of Local 604, Richard Manley. They were developed to help a member work on an endorsement or master's degree or take classes that would enhance the individual's position within the district. Dick served as president of AFT Local 604 from 1976 until his retirement in January of 2018.



Jessica Bordenaro, (pictured above) from Tinley Park District 146, is a professional educator involved in the district's Learning Behavior Specialist Multi-Needs Program.

Tinley council president Julie Harris wrote, "Jessica began her tenure in District 146 but soon found her calling in educating students with special needs. She built a multi-needs program from scratch, and what a program it has become."

In her application, Jessica wrote, "The program I am pursuing will expand my knowledge of students who have individualized education plans. As a special education teacher, I have the privilege of making a positive difference in the lives of student I teach as well as their families."

Willisa Davis, (pictured below) from Park Forest School District, is moving from a support staff member to a professional educator as she is pursuing a certification in elementary education and a master's in education degree.

In Willisa's essay, she wrote, "I saw firsthand how the pandemic affected children within my school district. Teacher resignations and retirements left our school in desperate need of qualified and caring educators to replace those who left." As a result, she is working on a degree in education.



Willisa (pictured above) has also been active in her council. Park Forest council president Vicki Morris said, "she is a strong advocate for members and is able to build personal relationships with both staff and students." As a vice president, "she is enthusiastic about helping with upcoming negotiations."

After winning the scholarship, Jessica said, "This scholarship will not only help pay for my Master's in Special Education but will continue the legacy of Richard Manley as a professional educator. I hope to continue his legacy by bettering the lives of my students and providing them with quality learning opportunities."

Willisa called on Nelson Mandela for words of wisdom. "A good head and good heart are always a formidable combination. But when you add to that a literate tongue or pen, then you have something very special."

*Not only Covid, but a decommissioned boiler!*

## The straw that broke the Camel's back

by Jamie Hamilton, 5<sup>th</sup> & 6<sup>th</sup> grade teacher Kankakee

Teaching during the pandemic has been hard. When the pandemic began and everything was shut down in March 2020, I thought this would be over by the next school year. August came around and, unfortunately, the pandemic was not over.

So I, along with my fellow colleagues, started the year remotely and had plans for teaching hybrid (learning face-to-face two days a week and remote three days a week) for the 2021-22 school year.

This particular school year was one of my hardest. I had taught in the district for 20 years. I had just changed grade levels and moved from being a third-grade teacher to a fifth/sixth grade Montessori teacher.

**I spent all summer completing the Montessori training** because I knew when school started, I would not have time. The curriculum was new, not only to me, but my colleagues as well. We were piloting a reading and math curriculum. I was teaching students remotely, hybrid, and students who came four days a week.

I had to make all the videos and lessons for my students as if they were remote because I never knew who would be in class daily. Yes, there was a roster of kids who should be in my classroom, but that roster never was stable for various reasons. I survived that year, thankfully, with the help of my fellow grade-level team. I knew this type of year would never happen again.

Fast forward to now. I had high hopes for the 2021-22 school year. I was told that they would have hybrid/remote teachers, but I would not be expected to do it all. I was given the option to teach my students face-to-face. The year started off great. I had a class of 27 and could teach my lessons live. The students were thriving in this environment.

**Then, slowly but surely, the pandemic started rearing its ugly head, again.** I started being expected to teach face-to-face and remote. Even though teachers were hired to teach hybrid and remote students, those teachers had a set roster. If my students were quarantined or had covid, I was expected to continue their education through Zoom.

I thought I would never have to teach through Zoom again. Then, community covid numbers began to skyrocket, and the district decide to go to phase 4, having smaller numbers of kids in at a time to ensure social distancing, right before Christmas break until Jan. 18. The reasoning was that the covid numbers would be declining two weeks after the holiday and it would be safe to have more student in class learning at one time.

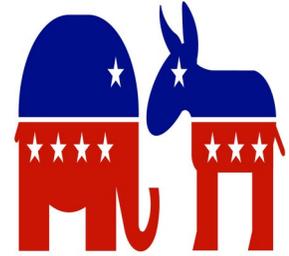
I was not happy with this decision; however, I knew that to keep students and families safe, this must be done. Parents were given the option of having their child come in five days or two days a week. After my parents were surveyed, I only had seven families who chose hybrid.

[Continued on page 7](#)

## Teacher's salaries affected by ...

# Who controls the state!

Rank	State	Average Salary	Governor	House/Senate
	<b>United States</b>	<b>\$63,645</b>		
	<b>Top 10, highest average</b>			
1	New York	\$87,543	Democrat	Democrat
2	California	\$84,659	Democrat	Democrat
3	Massachusetts	\$83,622	Republican	Democrat
4	Connecticut	\$78,247	Democrat	Democrat
5	New Jersey	\$76,376	Democrat	Democrat
6	Maryland	\$73,444	Republican	Democrat
7	Washington	\$72,965	Democrat	Democrat
8	Alaska	\$70,877	Republican	Split
9	Pennsylvania	\$70,376	Democrat	Republican
10	Illinois	\$68,305	Democrat	Democrat
	<b>Bottom 10, lowest average</b>			
41	Kansas	\$52,554	Democrat	Republican
42	Montana	\$52,135	Republican	Republican
43	Tennessee	\$51,862	Republican	Republican
44	Indiana	\$51,508	Republican	Republican
45	Missouri	\$50,817	Republican	Republican
46	Arizona	\$50,381	Republican	Republican
47	Louisiana	\$50,217	Democrat	Republican
48	South Dakota	\$49,220	Republican	Republican
49	Florida	\$48,800	Republican	Republican
50	Mississippi	\$45,192	Republican	Republican



The information for the average teacher salaries listed to the left is for the 2019-20 school year and is from business.org. In the listing of the lowest paid teachers, of the 10 states, only Montana is not a right-to-work state.



## RETIREES

The AFT Local 604 Retirees *will not have a meeting in February.*  
The next meeting will be Tuesday, March 8th at 2:00 p.m. at the AFT Local 604 office.

1520 N. Rock Run Drive Suite 1 Crest Hill, IL

The speaker will be Nancy Kuhajda from the Will County Home Extension. She will speak on spring gardening tips and answer attendees gardening questions.

Plans for April and May meetings are still being finalized.



## Getting to know...

Stella Kapusta



Tell me about your job and how you make a difference:

*I am a school secretary/ registrar. I love helping others, problem solving and seeing students succeed!*



How did you get involved in the union?

*I became involved in the union when my district (Homer 33-C) went through administration changes and suddenly support staff wasn't good enough for raises, benefits and simple respect as dedicated employees.*

What brings you joy outside your work?

*My family brings me the most joy outside of work. I also enjoy shopping.*

*"Stella is an outstanding council co-president. She has been leading the group since it began the long process of organizing and getting the first contract in place in 2014-15. She is determined, thoughtful and hardworking, putting the well being of her members and the students at the forefront each and every day." (Quote by Vicki Goebel, Field Service Director @ AFT Local 604.)*



Another successful year at our AFT Local 604 Holiday party/Senate meeting.

Thank you to all who joined in at our Holiday party and donated food for the pantries! You never let us down and we were able to pass this along to so many Food Banks.

YOU make the difference for so many.



Continued from page 5...The straw that broke the camels back

I had the hybrid students Zoom during my ELA and math lessons. I also had a Zoom session at the end of the day for students who needed extra support. Teaching hybrid and face-to-face was not ideal, but I was OK with it.

**Jan. 11 came, and that was the day that broke the camel's back.** Through all of these changes I have been optimistic; I went with the flow. Was this easy? Absolutely not, but in my mind, I kept thinking this will not last forever.

On that day during contract negotiations, the superintendent was called out. Next, my building principal, human resources, and the union president joined her. Finally, came the news. The boiler in my building and the middle school next door was being decommissioned.

The result, we had one more day in the building with students. We were to send everything home with them because, most likely, we would not return this school year. Jan. 18-28 would be full remote. We were told we most likely would be displaced and to pack up our classrooms to move to another location. The district was trying hard to find locations for all students within the district.

**At this point, I completely broke down and cried in front of everyone.** The emotions of everything that I, along with all my colleagues, have been dealing with hit me like a brick. The fact that I have been trying to meet the needs of my students during this pandemic was hard enough. Now, I had to teach remotely, wait to be told where I would be placed, and pack up my classroom and move in the middle of the year. Collectively, it was just too much.

On that day, I cried for myself, my colleagues, my students, my families, and my own children who are attending school in the same building I work in.

This school year has not panned out to be how I had planned it. I have adapted and am doing the best with what I have been dealt. We are all resilient and will survive this added challenge.

However, the past two years with all these obstacles that must be overcome to educate my scholars has taught me a lot about my students and myself.



## Convention Call

**D**EADLINE for calling the AFT Local 604 office and placing your name on the ballot for AFT Local 604 officer or as an AFT and/or IFT Convention Delegate is 3:00 p.m., Tuesday, March 15, 2022 (no emails)

Call 815.725.0402

*All Local 604 members in good standing are eligible.*

*2022 AFT Convention, July 14-17, 2022,  
Boston Convention and Exhibition Center,  
Boston, MA*

*2022 IFT Convention, October 21-23, 2022,  
Marriott St. Louis Grand Hotel, St. Louis,  
MO*

### Election of Local 604 Officers and Convention Delegates

The officers of Local 604 (president, vice presidents, secretary and treasurer) shall be elected for a term of two years. The deadline if interested in running is Tuesday, March 15, 2022 at 3pm. In addition to the elected delegates, Local 604 officers are automatic delegates to conventions. (*Local 604 will pay reasonable expenses to the conventions.*)

Lottery for placement of names on the ballot will be held at 3:00 p.m., Tuesday, March 29, 2022. Ballots will be available to Local 604 Councils within two weeks following the April 13, 2022, Local 604 Senate Meeting. Elections are to take place within each council between May 1 and May 20, 2022.

### Election of Council Officers

The election of council officers (president, vice president, secretary, treasurer, etc.) may be held at the same time as the Local 604 elections. Councils are responsible for making arrangements for the election of their council and Local 604 officers and convention delegates. We are here if you need assistance.

### Election of Council Senators to Local 604

The Local 604 constitution states each council will be represented in the Senate by their council president or other elected officer(s), plus additional elected senators based upon the council's total membership. Each council shall elect senator(s) for a term of two years. If interested in being a senator to Local 604, contact your council president.

## Upcoming Student Debt Clinic Dates Held on ZOOM at 5pm

Monday, February 28, 2022      Monday, May 9, 2022  
Monday, March 14, 2022      Thursday, June 2, 2022  
Monday, April 11, 2022

Contact Tyler Kirk at [tkirk@ift-aft.org](mailto:tkirk@ift-aft.org) if interested in attending a clinic.

## Attention AFT Local 604 Members

Save \$\$\$ on eyeglass lenses  
We put the lenses in the glasses you already own & love!  
We also make sunglasses!

Call Albie Powers @ 847/476-6677 for more information or  
Send an email to: [olddustyspex@gmail.com](mailto:olddustyspex@gmail.com)  
20% off Members, family & friends

Next Senate Meeting will be on April 13, 2022

6 PM

176 West Banquet Hall (IBEW)

1100 North East Frontage Road

Joliet, IL



IFT/AFT, AFL-CIO

## UPDATE

American Federation of Teachers Local 604  
[www.aftlocal604.org](http://www.aftlocal604.org)

**Office hours vary. Please call ahead.**

Darlene Mercer, Office Mgr./Editor/[darmercer@ift-aft.org](mailto:darmercer@ift-aft.org)  
1520 N. Rock Run Drive #1  
Crest Hill, Illinois 60403-3232  
PH: 815/725-0402  
FAX: 815/729-2130

William Briggs, President  
Sean Hunt, Treasurer/Business Mgr. / Julie Harris, Secretary  
Anita Wilson, Retiree Chair

### Vice Presidents

Beth Anderson...Gerry Mestek  
Renee Calabrese...Vicki Morris  
Yvette Justice...Heather Pilch  
Laura Knowles...Kristen Ryan  
Susan Koziarski...Therese Skwarczynski  
Bob Marcink...Phil Staley  
Kim Crowe

Vicki Goebel, Local 604 Field Service Director  
Adam Harding, IFT Field Service Director  
Katie Kollross, IFT Field Service Director  
Dan Mercer, IFT Field Service Director  
Todd Stachowiak, IFT Field Service Director  
Kathy Harris, IFT Secretary