

Chicago

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UNION TEACHER



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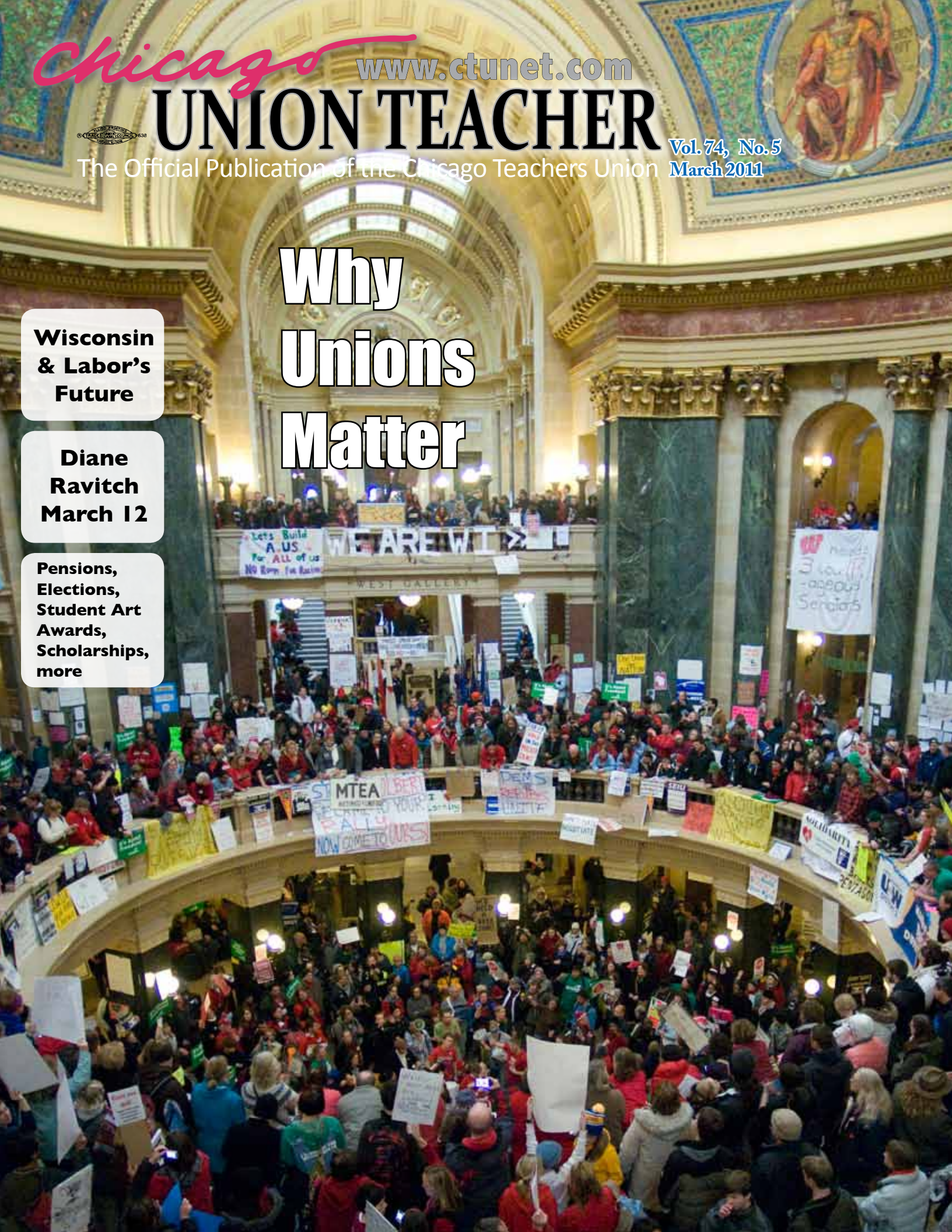
The Official Publication of the Chicago Teachers Union

Why Unions Matter

**Wisconsin
& Labor's
Future**

**Diane
Ravitch
March 12**

**Pensions,
Elections,
Student Art
Awards,
Scholarships,
more**



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Letters to the Editor

Substitute teacher or not: We're still playing on the same team!

During a graduate school discussion on the perception of substitute teachers, one of my professors said something that stuck with me, "The real question is how you will perceive substitute teachers when you're an appointed teacher." Now as a substitute teacher myself, I understand fully what he means. CTU organized a Substitute Teacher Committee to tackle the unique issues that substitute teachers face, such as a lack of professional support from CPS, schedules put together at the whim of administrators, and ways to build bridges with our appointed brothers and sisters.

We hear it all the time. "I returned to my classroom and there were scribbles all over the tables, supplies missing, and no note from the sub. He or she must be incompetent." However, these issues don't necessarily pertain to the substitute teacher's lack of caring about what goes on, or unwillingness to improve their craft. Rather, there are external factors that result in these mishaps. Many times the appointed teacher does not provide lesson plans, other teachers in the building are unwilling to collaborate with the substitute teacher, and there is a lack of overall training the substitute teacher has received prior to setting foot in a classroom.

Substitute teachers were, at one point, invited to attend an optional training workshop by CPS. We were told that completion of the workshop would increase the probability of being given assignments by Substitute Center back when a bachelor's degree in any field was sufficient. That would be great if the workshop addressed the issues that we face everyday. Other than the fact they gave us a copy of the "Substitute Teachers Handbook," there was very little value to the training. In the training, we were broken up into groups with the objective of producing a universal, problem-solving flowchart that substitute teachers can utilize regardless of setting as if the complex issues of the classroom could be summed up in one chart created in an afternoon.

Better training for substitute teachers, and additional professional development opportunities, are certainly major priorities for the newly-formed CTU Substitute Teachers Committee. The committee has identified a series of issues pertinent to substitute teachers and educators in general. Such issues range from the absence of a clear rehiring process for displaced teachers, to class schedules modified by administrators that leave substitute teach-

ers with little free time to eat a lunch or even use the bathroom. Some on the committee wish to address the latter issues with clearer provisions in a future contract. Committee Chairperson Burma Green invites all substitute teachers to attend the next meeting. The committee meets once per month at the CTU office. Please contact staff liaison Jackson Potter for information on the next meeting.

~Guadalupe Barrera, Jr.

Combating Bad Press

If you read the *Chicago Tribune* you know we are losing an important public relations race. "Bad, Overpaid Teacher Syndrome" is being used to explain every social problem on the horizon including the financial crisis and now they are threatening our contracts and our pensions. We need to respond.

Teacher's pensions are merely deferred compensation. We didn't get into this profession to make a windfall, but we do expect that the state will provide the defined-benefits pensions that we were promised when hired. Now the media want to call us greedy for expecting what was promised to us and guaranteed by the state constitution.

What can we do? Help defend our pensions in this public relations battle with the popular media who report that teachers are overpaid and over-pensioned and don't deserve what they were contractually promised for the last four decades. You and every member of the RTAC and the CTU and every beneficiary of the Pension Fund must be part of our public relations phalanx to rebut the spurious arguments that teachers are now a "privileged class."

Please write letters to the 200 newspapers in Illinois. Send your letter to *Time*, *Newsweek*, and the *Washington Post*. We need the thousands of heartwarming stories of how teachers have inspired, guided, shaped and, yes, saved young lives. We have to toot our own horns!

At the Retired Teachers Association of Chicago (RTAC) Board of Directors meeting of February 9, 2011 a motion was passed creating a new ad-hoc Committee on Public Relations. As chairman of that committee I ask for input from all members and beneficiaries of the CTPF. Send your contributions to James F. Ward at urokward@yahoo.com or to Bob Bures at Office@RTAC.org. Let's get moving!

~James Ward,
CTU Retiree Functional Vice President and
Chicago Teachers Pension Fund Trustee

President's Message

Sisters and Brothers:

A few years ago, I went to a conference in Washington, D.C. and struck up a conversation with an accountant in the airport. I mentioned that our union had a National Boards program that was unmatched in the country. His lip curled and he sneered "There just isn't any need for unions anymore." When I asked what he meant by that, he said unions could negotiate wages and benefits, but there was no other reason for unions to exist. We moved on to other topics, but for years I wondered how many other people felt the same way.

Not surprisingly, the national outpouring of support for our union brothers and sisters in Wisconsin conjures up that conversation. I wonder what he thinks today.

Unfortunately, too many people who should know better still denigrate unions. My work at the Chicago Teachers Union includes engaging opinion leaders and decision-makers of all stripes – some are our allies and they "get it." Many others need some education: either they never learned, forgot, or just don't care that America now has a 40-hour work week, job-related healthcare, and job safety regulations. All of that is thanks to hard fought union battles we won long ago. Sadly, non-union people take these achievements for granted. Most of them are "at will" now.

But the life of an at-will employee is insecure and tenuous. Many non-union employees work more than 40 hours a week in a never-ending effort to impress their bosses. They have no due process or collective bargaining rights.

A small group of powerful billionaires want teachers and paraprofessionals to work "at will" and they use intimidation to achieve their goal, regardless of how this battle hurts our students. Have you seen what happens, or experienced it yourself, when members point out the errors of ill-informed, ideological, and untrained administrators? They are often treated with contempt, retaliatory assignments and outright hostility because they stood up alone. This must end. We must fight together, never alone, to improve our schools and our school system.

Wisconsin public employees' struggles have quickly become a national teachable moment. A March 1 *New York Times* poll revealed that the majority of Americans oppose cutting public employees' pay and benefits to balance their state's budgets. Only 3% of Americans think cuts in education should be on the table. But still, 40% of Americans haven't yet formed an opinion on unions.

It's that 40% we need to reach. Please speak with everyone you know about how your union rights allow you to advocate for students and better schools. Then exercise your hard-won rights: join a curriculum committee, start a student club, support your PPC and LSC, or mentor a novice teacher. Get involved in an aldermanic run-off race, join a demonstration, testify at the school board, write a letter to the editor, or lobby with us in Springfield.

Be the agent of change. It's in your power.

In Solidarity,

Karen GJ Lewis, NBCT



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Cover Photograph
by Joseph Harnish
josephharnish.com



Wisconsin

On the Front Lines of the War on Public Workers

“One good thing about the situation [in Madison] is that it is making people fight. People have to realize you get nothing without a hard fight. I felt very inspired,” said Hammond School teacher and CTU delegate Jim Vail. He joined scores of Chicago teachers on a road trip to Wisconsin, which has become the epicenter of a national attack on unions and collective bargaining.

In the December Chicago Union Teacher, we reported on a similar attack by the billionaire-funded Stand for Children group which is trying to push its “Performance Counts” proposal through the Illinois legislature. The plan would severely restrict teachers unions’ right to strike, making all collective bargaining agreements toothless. Wisconsin is now under a more severe threat. Their Governor, Scott Walker, is attempting to take away collective bargaining right from teachers and other public employees.

The Resistance:

Tens of thousands of union supporters poured into Madison, the state’s capital, to protest the bill. 14 state senators fled the state so the bill could not come to a vote.

February 26th drew the largest crowds, with estimates around 100,000. The largest counter-protest drew a few hundred.

Why the Attack?

The U.S. Supreme Court’s “Citizens United” decision expanded corporate influence in politics. One of Gov. Walker’s top corporate sponsors was Koch industries, owned by Kansas billionaire brothers Charles G. and David H. Koch. The brothers founded Americans for Prosperity, a group with close

ties to the Tea Party movement and is spreading a fiercely anti-union message.

From the Americans for Prosperity Blog August 4th, 2006:

“...the thought that should be uppermost in the minds of taxpayers is that our “public servants” have morphed into our “public masters.”

Much like the “welfare queen” myth that President Reagan perpetuated in the 80s, which fueled the gutting of public assistance programs in the 90s, the Koch brothers are two billionaires who are leading the narrative that public employees are the “haves” of society and everyone else-- the have-nots.

Unions are the only large, national organizations that stand up for working families. When unions are taken out of the economic equation, corporations and governments can set working conditions to the lowest standard to cut costs and increase profit.

As union members, boycott products made by the Koch brothers corporations:

- Georgia-Pacific
- Quilted Northern paper towels
- Angel Soft bathroom tissue
- Brawny paper towels
- Sparkle paper towels
- Soft ‘n Gentle bath tissue
- Dixie table products
- Mardi Gras napkins
- Vanity Fair table products

Other major Contributors to Scott Walker’s gubernatorial campaign:

- Miller-Coors
- Johnsonville Bratwurst
- Wal-Mart
- Northwestern Mutual Life Insurance

Controversial Education Advocate Diane Ravitch to Speak March 12 at UIC Forum

Diane Ravitch’s research and theory have been a lightning rod of controversy, receiving kudos from many quarters in government and academia. Dr. Ravitch surprised both her supporters and critics with her latest treatise, The Death and Life of the Great American School System: How Testing and Choice Are Undermining Education. Once a proponent of school high-stakes testing and school choice, she describes how she abandoned these “reforms” in the first chapter of the book,

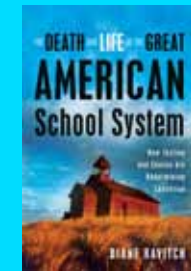
“Once again, I realized, I was turning skeptical in response to panaceas and miracle cures. The only difference was that in this case, I too had fallen for the latest panaceas and miracle cures; I too had drunk deeply of the elixir that promised a quick fix to intractable problems. I too had jumped aboard a bandwagon, one festooned with banners celebrating the power of accountability, incentives, and markets. I too was captivated by these ideas. They promised to end bureaucracy, to ensure that poor children were not neglected, to empower poor parents, to enable poor children to escape failing schools, and to close the achievement gap between rich and poor, black and white. Testing would shine a spotlight on low-performing schools, and choice would create opportunities for poor kids to leave for better schools. All of this seemed to make sense, but there was little empirical evidence, just promise and hope.”

CTU has invited Dr. Ravitch to UIC for an afternoon of conversation about the “panaceas” that are the hot topics of the education debate and what great public school systems needs to thrive. ☐

A conversation with

Diane Ravitch

Bestselling author, historian and education reform advocate



Saturday, March 12
12:00 noon
UIC Forum
 Roosevelt & Halsted

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Nancy B. Jefferson Alternative School Giving Voice to the Voiceless

The Nancy B. Jefferson Alternative School newsletter looks very much like many throughout the district. The majority of the content, which includes teen poetry, Op-Eds, and articles on all of the subjects taught at the school, is written by students. The young scribes write about their favorite athletes, authors, and leaders. It's apparent in much of the writing that many of these young people had to grow up too fast. There are poems of regret and anger, but also of hope and inspiration.

All of these young people share one thing in common; they are awaiting adjudication by the Juvenile Division of the Cook County Courts. In the meantime, the staff and faculty at Nancy B. Jefferson Alternative School remain determined to deliver their students a quality education that they will carry long after they have been released and return to their home school.

Although the newsletter, called *Stay Safe* is written with a common theme, the youth who produce it don't attend editorial board meetings and discuss story pitches. "The students who write for the newsletter do not interact with each other, they rotate into the newsletter class individually and we work with the students one-on-one," says *Stay Safe* cosponsor Dr. Karen January, who facilitates the editing process with cosponsor Mary Jordan. This gives an opportunity for all students to express themselves through their writing and avoids the potential for conflicts. Visit www.jefferson.cps.k12.il.us/nancyb_jefferson/news_letter.html to download past issues of *Stay Safe*.

Students have an opportunity to explore their music interests in Dr. Jimmy Tillman's music class. "We start with whatever the students are listening to. The students see how the music is made and then they work on music of their own," describes Tillman, a life-long musician himself. Dr. Tillman's music lab includes a recording studio, Apple computers with music production software, and a poster maker so students can promote the music they create. "Music is a 24-hour job; we're hoping that teaching students the craft will cut down on recidivism."

Dr. Tillman's concern over recidivism was echoed by many on staff. Another issue recounted by many on the staff is that students often don't return to their home schools after their time at Jefferson. Dr. Tillman crafts his lessons so students are not dependent on him and they can transfer their skills on the outside where they have something to be focused on instead of returning to trouble.

Jefferson has a "One Book, One School" approach to literature and the themes taught in the book align with those taught in other subject area classes, requiring authentic collaboration between staff. Currently, the school is teaching *The Odyssey* and focusing on the theme of "life transforming journey,"



Nancy B. Jefferson Alternative School is housed in the Juvenile Detention Facility.

which is appropriate to the surroundings. The goal of the staff is to ensure that the transformation is a positive one. Reading and literacy is further supported at Jefferson through the "Reading is Fundamental" program, coordinated by teacher Wrasulin Michels. The program is focused on promoting reading for pleasure.

Harry White's science classroom looks no different than most. Since students of varying ages and abilities are included in the same "pods" at the school, differentiated instruction is key to effective learning. White explained that, "We work with multiple techniques. I focus a lot of kinesthetic activities, which I find work well with male students. They have the energy and we want to make sure they use it positively."

Each year, students at Jefferson participate remotely in the Area Science Fair. Unfortunately, since they are incarcerated, the students who qualify for City competition have to forfeit because attendance at the fair is a requirement to participate. This is one of those reminders that although the school looks and acts much like any other neighborhood school, the school is in fact housed within a juvenile detention center.

Another extracurricular opportunity for students is the "Free Write Jail Arts & Literacy Program." The program has been around for ten years and its goal is to reduce recidivism through literacy education, defining literacy broadly as not only reading and writing, but all meaningful pathways for students to express themselves and further their education. The program, like the rest of the school is split by gender. Students learn to express themselves through writing, ceramics, and music.

Program cofounder Ryan Keesling describes the process and goals of the program, "Students produce their own work, publishing and producing. We want to give voice to those who don't have it. The students produce a magazine and CDs of their work." Visit www.freewritejailarts.org to download the student work and to learn more about this program.

Editor's note: Dr. Karen January reached out to Chicago Union Teacher to make this profile possible. Please e-mail me at KenzoShibata@ctuLocal1.com if you have stories about the great things going on at your school.



Jefferson staff: Back Row: Stefan Vilcins, Wanda Grigsby, William Kilgore
Front Row: Wrasulin Michels, Marva Whaley-Anobah, Karen January, Mary Jordan, Rhoda Stacy

DOES YOUR TEACHING CERTIFICATE EXPIRE IN JUNE? YOUR JOB IS AT RISK!

GO TO WWW.ISBE.NET/ECS

If your certificate expires in June, *START THE RENEWAL PROCESS NOW*. CPS has warned us that they *will not hesitate to fire* teachers whose certification lapses. The process can take months and involves several steps:

- Enter all completed professional development activities in the Educator Certification System (ECS) at www.isbe.net/ecs, as each activity is completed, but before June 30, 2011.
- Illinois State Law requires that you maintain a portfolio of your professional development.
- Make sure you pay the fee.

All questions: E-mail the Illinois State Board of Education via isbe.net/ecs: select ISBE Info (located on left side of page); scroll down to ISBE Web Site and select "e-mail us." E-mails checked and answered daily!

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Visit www.ctunet.com/nbc for more information.

COMING THROUGH IN CRISIS

Historic Union Fights Show Labor's Potential

By Jackson Potter, CTU Staff Coordinator

As we face serious threats to the teaching profession, history may provide us with some insight on how to fight and win. In the 1930s, teachers served a growing student body without textbooks, in dilapidated buildings equipped with inadequate toilet facilities. Classes were overcrowded. Teachers suffered abject poverty with the Board of Education's (BOARD) refusal to pay them for their work.

However, teachers became more engaged and unions became powerful tools for advocating for both teacher and student rights. By 1927, teachers unions openly opposed large class sizes, standardized tests and schoolwork that deprived students of critical thinking.

The Great Depression made this advocacy an uphill battle. People could not afford to pay property taxes and school revenues plummeted. The banks, which refused to pay their fair share of taxes, pressured schools to make even deeper cuts despite the dire conditions. As a result, many teachers were not paid and went into debt.

By March of 1933, The Board of Education owed Chicago teachers six months of pay. They did not accept this travesty. The Volunteer Emergency Committee, a group of teachers led by CTU past president John Fewkes, organized and drew support from 50,000 students who went on strike to protest the Board's refusal to pay their instructors.

The Committee organized a series of events in Grant Park

including a demonstration of 5,000 teachers who split into groups and marched to banks that refused to pay their fair share of taxes. The teachers led parades to City Hall, distributed more than two million leaflets, organized 125 neighborhood meetings, filed lawsuits against the Board and collected petition signatures to rescind the budget cuts.

Although the teachers did not win all of their demands, their pressure resulted in teachers receiving back-pay by August 1934. Three years later, teachers were again not paid for their work. Fewkes and other teachers engaged in a two hour sit-in at the Board of Education, but the President refused to see

them. Fewkes threatened to send hundreds of teachers a week to the Board, which forced the president to restore the teachers' pay. Even after teachers recovered their wages, they continued to actively defend the rights of students.

We can gain inspiration from our predecessors who used their outrage, keen sense of justice and collective power to stop the wealthiest Chicagoans from destroying the schools. We are in such a moment now and we must do the same. Perhaps it is time to march on the banks again to defend public education. □

The Triangle Factory Fire

by Debby Pope, Gage Park HS
and IL Labor History Society

On March 25, 1911 a fire quickly erupted at the Triangle Shirtwaist Factory in New York. 146 people died as a result. Most of the 500 workers in the building were immigrant women, many in their teens. More than 60 jumped from the windows. At least 24 died when the fire escape collapsed. Workers were locked in during working hours to increase production. Factory bosses Max Blanck and Isaac Harris were put on trial for manslaughter and were acquitted. This tragedy was a defining moment in the labor history as it galvanized workers to join and become active in the International Ladies' Garment Workers' Union (ILGWU). Workers didn't mourn; they organized, resulting in the establishment of worker safety and work condition reforms.

March 25, 2011 is the 100th anniversary of the infamous Triangle Shirtwaist Factory Fire. The Coalition of Labor Union Women, Illinois Labor History Society, and the Working Women's History Project (Chicago Teachers Union is a founder and partner organization)

are commemorating this pivotal moment in women's and labor history. We wish to honor those whom we lost and those who continue to work for justice for all working people.

We urge CTU members to teach about this tragedy which became a catalyst for change.

Events are planned for Thursday, April 7, 2011 at the Gage Gallery in the afternoon and at Roosevelt University in the evening.

Working Women's History Project will host a brief dramatic presentation entitled:

The Ninth Floor Door: Blocked Justice of the Triangle Fire at Roosevelt University, Congress Lounge (430 S. Michigan Avenue) on Thursday, April 7 at 6:30 pm. The play will feature CTU members: Playwright Mary Bonnett and Actors Brigid Gerace and Paul Odell. A panel discussion on worker safety and organizing will follow the play.

Refreshments will be served. Tickets are \$25. Full-time students enter free.

Further information will be forthcoming at wwhpchicago.org. □

LABOR IN TODAY'S CRISIS

Don't Let Pensions Become History

By Jay Rehak, Trustee of the Chicago Teachers Pension Fund

Illinois House Speaker Michael Madigan sent a chilling message to public workers in mid-February when he stated that he was working on bills that would change pension obligations for state workers "midstream," meaning those pension benefits workers were promised, and protected by the Illinois Constitution, could be altered. His statement is part of a well-orchestrated campaign to blame public workers for the current financial crisis. The truth of the matter is the state of Illinois and city of Chicago did not pay into those pension systems when times were good, and now need an easy out for the bill they accrued.

Last year, the 96th Illinois General Assembly picked the pocket of the Chicago Teachers Pension Fund (CTPF) to the tune of 1.2 Billion dollars. It is clear; the 97th Illinois General Assembly is coming back for more. Business groups like the Civic

Committee of the Commercial Club of Chicago and mainstream media throughout the state are relentlessly banging the drum of outrage against so-called "greedy teachers" and other public employees. This drumbeat is certain to become even louder this spring when the legislature moves in the direction described by Speaker Madigan by amending pension plans to "close the budget deficit" the state created. Collectively, we need to be ready to respond.

First, it is important to understand that the Chicago Teachers Pension Fund is distinct from the Illinois Teachers Retirement System (TRS) and the State University Retirement System (SURS). CTPF draws its money from contributors and the Chicago Public Schools and is in much better financial situation than either TRS or SURS, each of which gets its money from state workers and the state of Illinois. TRS is in worse shape than CPS

due to the fact that beyond the employees themselves, the State of Illinois is its primary funder and the legislature has been spending money without regard to its obligations to the fund. This means most, but not all, of the "budget gap" discussion in Springfield will be centered on state employees and their pensions, rather than Chicago teachers and the CTPF.

Although CTPF currently receives virtually nothing from the state, (In 1996, the City of Chicago cut a deal with the State of Illinois which provided that our pensions became funded through our own salary set asides and money from the Board of Education) any "pension reform" legislation that is passed this spring is sure to include some form of attack on CTPF.

It's time to consider the facts.

The \$10 billion Chicago Teachers Pension Fund is comprised of approximately 53,500 people: 30,000 active contributors and 23,500 retirees. According to the CTPF, the average current contributor has paid into the pension for 11 years and the average current retiree paid into the fund for 28 years. This means that in total, contributors and pensioners have served 988,000 years in the school system to amass their 10 billion dollar fund.

Contrast this with Bill Gates, the retired CEO of Microsoft who also blames teachers for the current financial crisis. His personal fortune is estimated to be \$54 billion. He retired from Microsoft in 2008 after 33 years. What this means that after 33 years of work, this one man has 5 times more retirement assets than 53,500 educators who have collectively worked 988,000 years.

In the end, we cannot sit idly by as our professionalism is called into question and our retirement assets are eroded and taken away from us. We need to organize and respond. The CTPF is asking that members stay informed by registering their e-mail addresses with CTPF. The fund is collecting email addresses so it can notify members quickly when action is needed regarding issues of importance to members.

To register with CTPF, go to www.ctpf.org, and click on the link "Sign Up To Receive News Updates Via E-Mail." By signing up, you'll become part of our rapid response team. □

Fighting Back and Winning CTU Wins Two Important Arbitrations

By Graham Hill, CTU General Counsel

CTU recently helped members win two important arbitration cases. These victories could have a profound effect on Board policies and shape the way it does business in the future.

1) Principals moved four guidance counselors — Hattie Evans, Carol Xiques, Nancy Wimberly and Sonia Perez — into teaching positions. The four grieved these moves with the help of CTU and testified at arbitration. The arbitrator ruled that because counseling positions had been treated in the past as a promotion and included special certification and other requirements these moves to different positions violated past practice. Once a principal hires a counselor into that position, they are entitled to stay in it.

2) CPS tried to create a new policy in which an employee who leaves the system for more than two years and later returned wouldn't be able to regain the sick and personal days they'd accrued. Katrina Clement left the system in 2005 with the understanding that she'd get those days back when she returned in 2008. When Clement and the CTU grieved CPS's denial of those days the arbitrator ruled that the policy doesn't stand because CPS never negotiated with the Union to change the practice of maintaining those days.

CTU would like to thank retirees Gail Koffman and Mary McGuire for their assistance in these hearings. □

Chicago Teachers Union Scholarship Awards

Awarded to the daughters and sons
of CTU members

In Honor of

Jacqueline B. Vaughn	Mary J. Herrick
John M. Fewkes	Ernestine Cain Brown
Jonathan G. Kotsakis	David M. Peterson
Robert M. Healey	John E. Desmond
Charles E. Usher	William "Bill" Buchanan
	Glendis Hambrick

Awards

The Chicago Teachers Union shall present regular, vocational and special education awards each in the amount of \$1,000. Students will receive \$500 each semester and will need to provide proof of enrollment.

Eligibility

The awards are entirely unrestricted as to race, religion, political affiliation, or choice of accredited college, university, business, trade, or vocational school. The applicant must be a son or daughter of a currently employed, active member in good standing of the Chicago Teachers Union, or a son or daughter of a deceased member who was in good standing with the Chicago Teachers Union at the time of death, and a high school senior who will graduate this year before August 31, 2011. Students applying for a special education scholarship must be presently enrolled in a special education school, class or program for students designated as EM H, TM H, blind, deaf, emotionally disturbed, speech impaired, or physically handicapped.

How to apply

Visit CTU.net.com/Scholarships

INCOMPLETE INFORMATION WILL BE CAUSE FOR REJECTION

The application must be postmarked or delivered to the CTU office before 5:00 p.m., May 6, 2011.

The completed forms should be mailed to:

Scholarship Committee
Chicago Teachers Union
222 Merchandise Mart Plaza, Suite 400
Chicago Illinois 60654-1016.

All winners will be notified by letter of the committee's decision by May 20, 2011. A list of the winners will be published in the Chicago Union Teacher. The material received by the committee will become the property of the committee and will not be returned.

In Memoriam

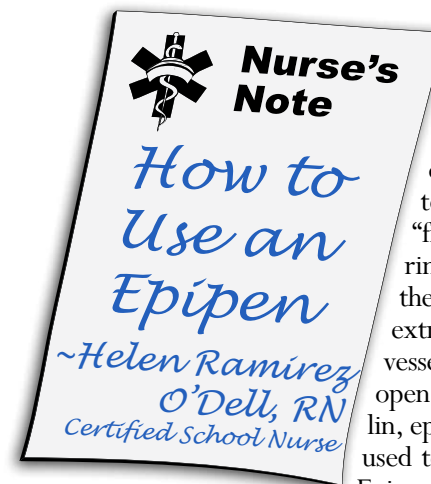
December 2010

Bruce Allen Crisler	12th	C-W Educ General
Dorothy N. Darien	16th	Commons HS
Elizabeth Penn	24th	Wacker
M. Donato	25th	Ravenswood
Claristine Mason	25th	Harlan HS
Evelyn B. Johnson	26th	Bryn Mawr
Olga E. Dogan	27th	Crane HS
Diane E. Elliott	27th	Dawes
Joyce Peifer	28th	Roosevelt HS
Shirley Rider	28th	Wheatley Cpc
Martha Logan	30th	Buckingham
Ruth E. Nicoli-Lippert	30th	Reavis
Neva Piepho	30th	Donoghue
Mildred S. Katz	31st	Onahan

January 2011

Shirley A. Kelso	1st	Young HS
Daisy T. Baptiste	2nd	Carnegie
Loretta J. Bland	2nd	Wadsworth
Joan M. Collins	3rd	Garvy
Janet L. Givens	5th	Smith
Cleophas Sanders	5th	Beale
Gene M. Handy	6th	Hinton
Phyllis Healy	7th	Lincoln Park HS
Sally H. Foster	8th	Hurley
Charlotte M. Guidice	9th	Belding
Pearlie Mae Matthews	9th	Ericson
Philip Hoster	11th	Bogan HS
Iris P. Kalsch	14th	Hope College Prep
Eugene Matthews	15th	Crane HS
Carol A. Porter	15th	Spaulding
Eunice Ruth Benoit	17th	Robeson HS
Dorothy F. Valeo	19th	Taylor
Bernice Jackson	20th	Wells HS
Audrey Zoloto	20th	Lovett
Sylvia D. Ham-Ying	21st	Bowen HS
Gloria L. Ludwig	21st	Lenart
Edward S. Fudacz	24th	Hyde Park HS
Ronald G. Pastryk	24th	Linne
Lillian H. Lehman	25th	Cluster 2

Editor's Note: Lists of deceased members of the Chicago Teachers Union are provided to the Chicago Union Teacher by the office of the Chicago Teachers Pension Fund and are printed as received. If you notice an error or omission, please contact the editor at 312-329-6252 so a correction may be made in a subsequent edition.



The most severe allergic response, "anaphylaxis" can kill quickly when a person is unable to breathe. As part of the body's "fight or flight" response, epinephrine is the hormone secreted by the body during short periods of extreme stress. It constricts blood vessels, increases heart rate, and helps open air passages. Also called adrenalin, epinephrine is the emergency drug used to treat severe allergic reactions. Epinephrine can save a life.

Prescribed by a doctor, the Epipen provides an easy way to give a single dose of epinephrine. Persons at risk of severe allergic reaction should have their Epipen with them and know how to use it. Other persons responsible for their safety should know how to use it. Unlike insulin and other medications taken daily, epinephrine is for emergency use only and one need not be a licensed health care professional to administer it. Always call 911 when using an Epipen as it will help stop life-threatening symptoms for only 10 to 20 minutes. Additional treatment is necessary.

The Epipen should be used if the person experiences a severe allergic reaction such as shortness of breath or swelling of the throat, mouth or face.

1. Take the Epipen out of the box or plastic container.
2. Pull off the safety cap.
3. Hold the Epipen in your fist. Avoid putting your thumb or fingers on either end.
4. Aim the tip toward the outer thigh. Always aim at the thigh muscle, not the buttock or the back of the leg.
5. It is acceptable to inject the Epipen through clothing. Avoid pockets and seams.
6. Swing and firmly jab the tip into the outer thigh. You will hear a click. Hold the pen in place while you count to 10 to make sure all the medication is injected.
7. Remove the Epipen and massage the area for 10 seconds.
8. Call 911 immediately.

An instructional video on Epipen use can be found at:
<http://www.epipen.com/how-to-use-epipen>

In April, School Nurses will be providing in service training on management of allergic reactions and how to use an Epipen. They will also discuss the use of oral antihistamine medication for minor allergic reactions such as itching or mild hives. Students at risk of allergic reactions should have medical documentation on file and a Section 504 Plan with an emergency action plan to address their individual needs. ☐

Note from Kristine Mayle, CTU Financial Secretary:

In order to conform with state law, CPS recently issued a new policy that requires the principal to designate a staff member to administer emergency allergy medication in case a school nurse is not available. As part of this process, students with allergies will be given emergency response plans, which eventually will become part of the students' IEP or 504 plans. Under the new plan, a designee will be named to administer the Epipens in case a nurse is not present.

Chicago Teachers Union's 26th Annual Bowl for Kids' Sake Saturday, April 2

Register your team: ctunet.com/bowl



Bluebird Lanes
3900 W. Columbus
Chicago, IL 60652
12:30 p.m. - 3:30 p.m.

Waveland Bowl
3700 N. Western Ave.
Chicago, IL 60618
2 p.m. - 5 p.m.

Skyway Bowl
9915 S. Torrence Ave.
Chicago, IL 60617
9 a.m. - 12 p.m.

Bleekers Bowl
3449 W. 95th Street
Evergreen Park, IL 60805
12 p.m. - 3 p.m.



The Allan Wardell Inspiration Award

Given by the Gay, Lesbian, Bisexual
and Transgender Rights Committee
of the Chicago Teachers Union

Allan Wardell was a Chicago teacher, CTU brother and gay activist whom the award memorializes. Nominations are open to any CTU member, regardless of sexual orientation, who has helped foster a safe and healthy learning environment for all students through the positive teaching of tolerance. The person receiving this award is one who has demonstrated commitment and courage in the pursuit of equality for all students and staff.

By May 2, 2011 please complete the nomination form available for download or online completion at:

ctunet.com/inspiration

**DELEGATES NOT PRESENT AT THE
DECEMBER 2010 HOUSE OF DELEGATES MEETING
MONDAY, FEBRUARY 14, 2010**

**ELEMENTARY
TEACHERS**

Acevedo, Isaly
Ali, Jamillah M.
Anderson, Grace A.
Anderson, Mahiri L.
Andersson, Helen N.
Anglin, Adrienne R.
Arroyo, Victor
Askounis, Katherine G.
Baime, Sylvia R.
Balark, Lawrence
Bastek, Kirk J.
Bates, Barbara J.
Batman, Curtis J.
Benavides, Angela Maria
Bergstrom, Erika L.
Berry, Tamica L.
Bildres, Michael C.
Billingham, Joan M.
Bischoff, Scott J.
Blair, Karen A.
Blaszczyk, Diane L.
Block, Caryn T.
Bonds, Pamela W.
Bravo, Laura G.
Brogan, Karen E.
Bruehl, Steven C.
Bruno, Elda
Butler-Mitchell, Paulette B.
Cahill, Gloria
Calderon, Cindy M.
Carde, Carmen
Caref, Melissa M.
Carreon, Maria D.
Carrethers, Loreal S.
Carter, Dorothy M.
Casaday, Dawn M.
Castrejon, Roberto
Chavez, Lisa B.
Clancy, Patrick A.
Cline, Veronica
Coburn, Everett W.
Cohen, Marlene G.
Coleman, Nedra L.
Coleman-Beckam, Valerie D.
Contreras, Maria C.
Corona, Rosa N.
Craig, Sharion D.
Creed, Dawn E.
Cresswell, Sheba L.
Cummings, Nora K.
Cunningham, Helen C.
Davis, Amanda B.
Davis-Williams, Stephanie A.
Departida, Guadalupe M.
Diaz, Guadalupe A.
Dixon, Karen E.
Donovan, Katherine
Dragos, Luminita

Duncan, Libra L.
Durrach, Vickie S.
Erstein, Jody
Erzrumly, Layala
Eskridge, Lisa A.
Eubanks, Lorraine I.
Fleischhacker, Gerlinde V.
Foley, John K.
Fragoso, Miguel
Garrett, Maurey V.
Gartner, Pamela E.
Gharashor, Narineh
Goff, Linda S.
Gonzalez, Christina A.
Gonzalez, William
Graves, Kenneth R.
Greco-Serwa, Sandra
Green, Marylouise
Guy, Carmen A.
Habetler, Deidre
Hampton, Audrey D.
Harper, Carla T.
Harper, Janelle I.
Harris, Gale A.
Hassan, Zahirah
Hatfield, Paula L.
Hearrin, James A.
Heckmann, David
Herndon, Joyce M.
Hester, Kamau L.
Hinton, Michael D.
Hopkins, Anne
Hozian, William P.
Hudson, Jessie J.
Humphrey, Tiffany J.
Jackson, Amir
Jancaric, Lucille A.
Jason, Lisa L.
Johnson, Craig
Jones Hansbrough, Doris
Juracka, Danielle M.
Kearns, Donald E.
Keller, Kristina C.
Kelly, Mary E.
Kennedy, Erica L.
King, Latia M.
Kite, Cindy C.
Koliarakis, Diane A.
Kovach, Gerard J.
Krenn, Karen A.
Kruger, Christopher R.
Lancaster, Elizabeth R.
Lawson Mills, Cynthia
Lopatka, Marica J.
Margotte, Glory A.
Martinez, Laura M.
Martinez, Xavier F.
Mays, Alison G.
Maza, Eric M.
McAllister, Kathryn M.
McCann, Thomas F.
McClintock, Amanda R.

McConnell, Katherine S.
McGinty, John B.
McGrath, Sarah C.
McKinley, Lisa A.
McLaurine, Cody P.
McMahon, Mary L.
McNally, Patricia M.
Miernicki, Anne M.
Miller, Billie Judy
Miller, Patricia K.
Miller, Tommy
Mitchell, Angeleta M.
Monarrez, Diana M.
Moore, Katherine A.
Morganstein, Arthur
Morris, Valerie L.
Muhammad, Haneefa R.
Muhammad, Maria M.
Murray, James P.
Nach, Tracy N.
Neely, Dwight C.
O'Gara, Laura E.
Olsen-Smarz, Carolyn O.
Outten, David J.
Papadogiannis, Mark-Anthony P.
Parks, Nettie M.
Pattara-McGrane, Lisa A.
Paz-Bustos, Erica P.
Pinal, Wendy G.
Podsiadlik, Edward
Polek, Heather A.
Price, Christopher
Pryor, Toya S.
Pugh, Anthony R.
Pullman, Esther
Randall, Imara K.
Raymond, Melzine
Reese-Clark, Vanessa B.
Refakes, Dean A.
Rentz, Kathleen M.
Reyes, Julia A.
Richard, Willie
Riley, Renee T.
Roberts, Brian L.
Robinson, Jacqueline
Rodriguez, Sara
Salazar, Natalie
Salisbury, Kate N.
Sanchez, Juan F.
Sands, Judith A.
Santacruz, Erica P.
Sessler, Susan K.
Shanovich, Katie M.
Sharrieff, Aisha J.
Shere, Nicole R.
Simmons, Dawn L.
Simpson, Allyson L.
Smith, Lisa L.
Smith, Tanya Y.

Stasiak, Robert S.
Sticca, Jacquelyn A.
Sturgeon, Melissa S.
Sullivan, John N.
Tanner, Catherine E.
Taylor, Dionne A.
Taylor, Rozlyn
Taylor, Terral L.
Thomas, Christina J.
Thomas, Judy A.
Threlkeld, Selena M.
Tofilski, Mary
Tovar, Claudia K.
Townsel, Jennifer R.
Traxler, Noreen A.
Trentham, April L.
Tulacz, Anthony J.
Vacco, Angela L.
Vale, Dennis M.
Veugeler, Paul M.
Villa, Mary
Watson, Joyce
Watts Henderson, Shirley J.
Waywood, Anna J.
Wendorf, Lori S.
Williams, Rachel S.
Williams, Rosetta
Wynn, Ola
Youngberg, Michael

**HIGH SCHOOL
TEACHERS**

Ainsworth, Mark J.
Balsam, Loretta C.
Banks, Ramona
Beavin, James H.
Brewer, Chancy A.
Burgess, W. Terrell
Burke, Heide L.
Colvin, Bennie
Defrancesca, Catherine J.
Demski, Alan J.
Dixon, Lawer
Dobert, Kenneth G.
Doudican, Brett T.
Dziemiela, Brian J.
Feltes, Emily A.
Fitzgerald, James B.
Gallagher, Edward A.
Gentile, William D.
Giranio, Ronald
Gooden, Amy
Hall, David L.
Ham, Kurt M.
Hease, Paul J.
Hone, Thomas A.
Jamison, Kenneth T.
Jones, Jennifer D.
Knowles-West, Kristine E.
Konieczko, Gregory J.
Lawson, Donielle C.

Lester, Debra A.
Miguest, Michael L.
Milkowski, Lawrence E.
Miller, Martin
Monroe, Sandra T.
Naselli, Jullanan N.
Nash, Jesse W.
Ness, William G.
Newcomb, Bernard C.
Nguyen, Quang V.
Parnell-Booth, Ruby S.
Pero, Peter N.
Perry, Donna M.
Pincham, Robert E.
Randolph, Ian C.
Rau, Jay P.
Sabo, Jason
Saqri, Ahmed A.
Stieber, Stephanie M.
Tennison, Brian C.
Topel, Scott G.
Zehnder, John M.

**CITY-WIDE
TEACHERS**

Anderson, Shirley J.
Angulo, Maria E.
Arnieri, Betty J.
Baker, Barbara J.
Brumfield, Michelle C.
Butron, Isaac
Clarke, Linda W.
Dandales, Debra J.
Feeley, Thomas M.
Fisher, Marlene R.
Foley, Mary E.
Gipson, Anitra M.
Harris, Wanda

Henry, Dorothy
Javaras, Barbara K.
Jones, Martha G.
Kedvesh, John A.
Kelly, Ellen R.
Korach, Albert
Kreinik, Karen L.
Matthews, Sheresa L.
McCormick, Mary T.
McMiller, Mable H.
Mitchell, Linda L.
Nisivaco, Julie C.
Oesterreicher, Jay S.
Ortiz-Kenny, Elsa
Pisano, Angela M.
Pyster, Marianne L.
Ramirez Odell, Helen M.
Roselles, Sandra K.
Ruffin, Raymond
Santiago, Maria
Schecter, Jeff M.
Schwartz, Jennifer K.
Shanley, Kirstie J.
Starnicky, Thomas J.
Swanson-Lagesse, Nancy A.
Swift, Maureen C.
Tuite, Jacquelyn L.
Vezina, Heather
Wallace, Marion S.
White, Norma J.
Wildi, Brad A.
Wilson, Melvin
Wright, Donna D.

**CITY-WIDE
CAREER
SERVICE**
Acevedo, Carmen D.
Alcozer, Belen
Aviles, Gladys M.
Berrios, Daisy
Calderon, Iris M.
Carey, Patricia A.
Cruz, Griselda
Faulkner, Robert D.
Hampton, Vermie L.
Hearrin, Jane E.
Horton, Diana
Johnson, Joy M.
Johnson, Kareem J.
Jones, Jean D.
Malyj-Lendel, Eileen H.
Miller, Eloise
Munoz, Guadalupe
Myron, Deanna L.
Oehman, Sandra
Ortega, Yolanda J.
Palmer, Cecelia L.
Robinson, Helena M.
Santiago, Milagros
Shaw, Despina A.
Silva, Rosa G.
Sled, Donna J.
Stewart, Gloria J.
Taylor, Marilyn A.
Trice, Jeanine
Trotter-Harris, Denise
Williams, Arlene

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CTU's Return to the Chicago Political Scene

CTU thanks the hundreds of CTU members who phone-banked, knocked on doors, and got out the vote in their wards, but our political work didn't end February 22nd. Six of our aldermanic candidates face tough runoffs on April 5th.

Our members are the best advocates for educational policy in Chicago. CTU members will continue to work in ward committees to organize meetings with their school-based and home ward aldermen to have teacher, student, and parent voices heard. If you would like to join a ward committee, contact Municipal Activities Coordinator Joey McDermott today.

13 CTU endorsees win

Vote Tally on CTU Aldermanic Endorsements

- WINS = 12 = 48%
- Run-offs = 6 = 24%
- Loss = 7 = 28%

CTU congratulates:

Susana Mendoza- Chicago's new City Clerk

Bob Fioretti -2nd Ward

Pat Dowell -3rd Ward

Will Burns -4th Ward

Leslie Hairston -5th Ward

Michelle Harris -8th Ward

Matt O'Shea -19th Ward

Ricardo Muñoz -22nd Ward

Jason Ervin -8th Ward

Ariel Reboyras -30th Ward

Scott Waguespack -32nd Ward

Ameya Pawar - 47th Ward

Joe Moore -49th Ward

Runoff Elections:

- **Fredrenna Lyle** (6th) faces challenger Roderick T. Sawyer
- **Toni Foulkes** (15th) faces challenger Raymond A. Lopez
- **Latasha Thomas** (17th) faces challenger David H. Moore
- **Che "Rhymefest" Smith** (20th) faces incumbent Willie Cochran
- **Temoc Morfin** (25th) faces incumbent Danny Solis
- **Debra Silverstein** (50th) faces incumbent Bernard Stone

CTU Endorsees are listed in **BOLD**. ☐

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Four CTU Members Named Kohl McCormick Award Finalists

Five Chicago educators – four are CTU Members - will receive Kohl McCormick Early Childhood Teaching Awards in June. They will be honored for their dedication, innovation, leadership, respect for children and their families, and commitment to professional growth.

While all finalists vary in technique and approach, each one credited the joy that teaching brings them as the constant that drives them to be the best in the classroom and in their field. The four CPS teachers work with children in preschool and kindergarten classrooms in schools throughout the city.

The finalists were selected from a field of 68 outstanding educators nominated last fall by an esteemed committee of leaders in the field of early childhood education. The fellows of the Kohl McCormick Academy of Outstanding Educators (former Award winners) teamed with other early childhood education leaders to conduct site visits of the nominees.

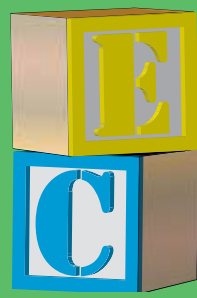
Three of five finalists (there is another finalist from a private early childhood center) will be chosen to represent the best of within their field, following a final application process that includes written applications and interviews with a panel of experts. Those three honorees will be announced in March, and will be honored at the 2011 Kohl McCormick Early Childhood Teaching Awards luncheon ceremony on Tuesday, June 7, at the Westin Chicago River North. The CTU members will be honored at the April CTU Executive Board Meeting. The three winners will each receive:

- A \$5,000 cash award
- A \$1,000 cash award for their school
- Induction into the Kohl McCormick Academy of Outstanding Educators
- A classroom visit and professional development from the StoryBus
- A graduate-level course at The Erikson Institute
- Recognition at a formal awards ceremony

The Kohl McCormick Early Childhood Teaching Awards remains unique since its inception when it became the first awards program to formally recognize the contributions of teachers working with children from infancy through third grade. Now in its sixteenth year, the Kohl McCormick Awards program has become a model for recognition of outstanding early childhood educators. ☐

IMPORTANT NOTICE

If for any reason you are no longer receiving a paycheck from CPS (on extended leave, displacement, etc.), your dues are not being paid to CTU. Constitutionally, members who haven't paid dues for two consecutive months are automatically removed from our membership rolls but as a courtesy, CTU extends all members a one month grace period. If you stop receiving a paycheck or are not having dues deducted for whatever reason and would like to remain a member, please call 312-329-1900 and ask for the Financial Office so that you can make arrangements to continue your CTU membership.



Early Childhood Educators

Insist on appropriate education for young students! Please join the CTU's Early Childhood Education Committee once a month to plan advocacy for our needs. Our goals are to solve issues of class size, Early Childhood programming in the district, weekly prep times, and closing of EC sites, among many other things.

Our next monthly meeting is **March 15, 2011 at 4:30-6:00pm, in the union office.** Please join your early childhood CTU brothers and sisters on this very important committee.

To reserve a spot or to join the committee, please email Lynn Cherkasky-Davis at LynnCherkasky-Davis@ctulocal1.com.



kohlMcCormick
 Early Childhood Teaching Awards
2011 CTU Finalists

Kim Edwards Anderson
 Chase Elementary
 Kindergarten

Nicole Gorton
 Ortiz de Dominguez Elem.
 Early Childhood Autism/
 Preschool & Kindergarten

Kira Hamann
 Ravenswood Elementary
 Tuition-based
 Preschool For All

Ziomara Perez
 Nettlehorst School
 Tuition-based
 Preschool For All



2011 Young Artists Awards



The Annual CTU Young Artists Awards Contest is open to all students in Chicago Public Schools from kindergarten through 12th grade. Its purpose is to showcase student talent, to recognize students, parents, and teachers, and to display prize-winning creations in the CTU offices for one year.

All submissions must be received at the CTU offices, 222 Merchandise Mart Plaza, Suite 400, Chicago, IL 60654, no later than 5 p.m. on Friday, April 15.

- Flat drawings, prints, paintings, or sculpture that reflect original ideas will be accepted.
- All entries must be original student art. No copies accepted.
- Artwork must be matted or mounted and protected with cover flap, except sculpted pieces. Maximum size (excluding mat) is 24"x30".
- Artwork may be considered for use on CTU's 2011-2012 annual calendar book cover.
- Any medium may be used, including original, computer-generated work. Pieces may be in either black and white or color, *but charcoal, pastels, chalk, or crayon works must be sprayed with fixative to prevent smearing.* No framed work or canvas on stretchers allowed.
- There is no theme; quality of the art is the only criterion for judging.
- Any student attending a Chicago Public School is eligible to enter.
- One entry form must be taped or glued to the back of the piece or to the bottom of sculpted pieces. **A second copy of the entry form must be in an envelope accompanying the artwork.**
- Each school should conduct its own art contest to select one school winner. **The winning artwork from each school MUST be delivered to the CTU offices by 5 p.m. on Friday, April 15.**

IMPORTANT: Any school submitting more than one piece will be ruled ineligible for contest participation.
 Final winners will be selected after all works are submitted.

Certificates from the CTU will be presented to each school's winner. Twenty-five prizewinners will be selected and each will be awarded a \$100 U.S. Savings Bond. All winners will be invited to a reception and will have their art displayed in the CTU offices for one year.

Winning artwork becomes the property of the CTU and will be auctioned off with proceeds donated to the CTU student assistance fund.

CTU Young Artists 2011 Entry Form

Please print or type and affix to the back of artwork.
 Please make a copy to submit in an envelope to accompany the artwork.

STUDENT'S NAME _____
GRADE ____ **AGE** ____ **MEDIUM** _____
ART OR CLASSROOM TEACHER _____
SCHOOL _____
CTU DELEGATE _____

Entrant gives the CTU the right to reproduce winning artwork. Entries must be submitted to CTU offices no later than 5 p.m. on Friday, April 15.

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