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# UNION TEACHER

The Official Publication of the Chicago Teachers Union

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STREET GANGS: HISTORY AND TERRITORY

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Brothers and Sisters:

As our Union settles into the start of the 2013-2014 school year, I hope that each of you have already had a smooth beginning. Let's look forward to what this year will bring, yet reflect on where we were a year ago during our strike of 2012, be mindful of what we have experienced and gained, and examine the present and future of our organization.

We survived unprecedented attacks—from vicious class and race-baiting ads paid for by Education Reform Now, which is funded by an organization called Democrats for Education Reform (DFER), to the costly closure of 50 schools primarily on the South and West sides of Chicago.

None of this worked.

Last year's strike garnered us international respect for our resistance and tenacity in the struggle for equitable education. In Philadelphia, our sister local lost 23 schools and endured layoffs of 4,000 employees—including almost 700 teachers; in North Carolina, the state legislature has banned salaries based on years of experience and additional degrees; in New York, a new evaluation system is used to publicly humiliate teachers by publishing their rankings in newspapers; and in states across the nation, merit pay is a part of salary schedules.

We won the right to grieve high-stakes evaluations; we won the right to due process for discipline and the end of suspensions of our members; and we won a real right for teachers to follow their students when their schools close.

We will continue to build power through a significant change in the political landscape—increased voter awareness, registration and candidate preparation. We will work with LSCs and other parent and community groups to demand equitable funding for publicly funded school communities. We support fair taxes, elimination of corporate loopholes and holding the mayor's unelected school board accountable for its budgetary decisions that destroy traditional public schools.

Most importantly, we cannot allow the discussion of urban education and the related issues of racism, housing, poverty and unemployment to continue to be ignored. The Chicago Teachers Union as an organization is thankful for its members because you are the true champions—the teachers, paraprofessionals, clinicians and support staff who have earned the respect and admiration of Chicago's students and their families. You show up every day because you are the experts, you love your work and you care deeply for our city's children. Yours are the stories we want to tell as we embark on the journey of a new year together.

We are still more than ever fighting for the soul of public education, so let us remain united in celebrating our victories and embracing the challenges ahead.

In Solidarity,



Karen GJ Lewis, NBCT



## WEST SIDE STRIKE STORY

By Joseph McDermott

**O**ur strike last fall connected our city in numerous ways. There was support that we received from truck and bus drivers as they honked their horns at our picket lines. Parents and the community brought food and water to our picket lines. Firefighters came by schools and blasted their horns in support. Police officers lined our marches, stopped traffic and cooperated with us—even with our many last-minute demands!

On the second day of the strike, three rallies were scheduled in different parts of the city. The West Side rally was scheduled for Marshall High School at 1 p.m. It was set to take place on the baseball field along Jackson just west of Kedzie. All North and West side schools were told to be at Marshall.

I arrived at about 12:50 p.m. A stage and sound system was set up at home plate on the baseball field. The sound system cut in and out and the crowd paid little attention to the speakers. Within minutes of me being there, the infield was packed and half the outfield grass was full of people.

The day was hot and sunny. There were no water bottles to pass out to the crowd. I walked to the entrance of the baseball field and I could see hundreds more walking in the distance from blocks away.

Brandon Johnson was the Chicago Teachers Union organizer in charge of the event. He was busy trying to make sure the sound system was running and the speakers were on the stage. His efforts were becoming futile as the crowd grew restless. It appeared that the entire field would soon be full within a matter of 10 to 20 minutes.

Brandon told me, “We have to march. We can’t keep all these people here! They have so much energy, we need to do it.”

“Do we have a plan or a march route?” I said.

“No,” he said. “But you go ahead and create a route, I have to take care of the stage and the speakers.”

I looked at teacher Terrell Burgess of Westinghouse and said, “What do you think?” We threw around a few ideas and came up with a plan. We would walk from Kedzie north to Madison, then go west to Holman, then south to Jackson and finally take Jackson east back to Kedzie.

I walked away from the field over to Kedzie and approached two Chicago police officers. I told them, “Our people are getting restless—there are too many people, it’s hot, we really need to march.”

Without hesitation they both responded, “No problem—what’s your route?” I gave them the route and they said, “Give us fifteen minutes and we will have officers at each corner and they will have traffic re-routed.” I couldn’t believe how easy that was. They were very cooperative and seemed to want to help us as much as possible.

Within a minute, CTU organizer Marty Ritter came running toward Kedzie and said, “We need to move the march up. We need to go in five minutes.”

I told the police that we needed to move the time up. They said o.k. and radioed their officers to be ready in five minutes. Moments later, the crowd descended out of the park and toward Kedzie. Brandon yelled, “We have to go now!” The police tried to hold the crowd back, but they saw it was impossible.

The crowd turned on Kedzie and started to walk north. At the same time, hundreds more were still arriving from all directions walking toward the driveway off of Kedzie. One of the teachers, wearing a red CTU shirt and picket



sign, walked up to one of the policemen I had spoken to earlier and promptly gave him a big kiss on the lips.

I said, “Hey, what are you doing kissing our member?”

He said, “This is my wife! Why do you think you’ve been getting such great treatment? I needed to make sure you guys were taken care of.”

The march went off without a hitch. The route was just over a mile in length. There were probably more than 2,000 marchers that day. Some say these were the largest crowds to walk the West Side and Madison Street since the days of the civil rights movement. The people were loud and lively as they sang, chanted and beat drums and played horns. Residents came out of their homes, peeked out of their windows and cheered us on. It was an experience that will always inspire and touch all of our memories. On this day, the West Side was the best side. ■

*Joseph McDermott is a field representative for the Chicago Teachers Union.*

## GRIEVANCE WIN

### TEACHER WINS \$175,000 FOR IMPROPER RESIDENCY SUSPENSION

By *Ronnie Reese*

In November 2010, teacher Susan Geuder was dismissed from her position at Robeson High School by the Chicago Board of Education because she was not in compliance with the district's residency policy. After a hearing before the Illinois State Board of Education, it was recommended that Ms. Geuder be returned to her position and compensated for an improper suspension. Rather than reinstating Ms. Geuder pursuant to this recommendation, the Board instead terminated her employment.

The CTU, believing this decision violated Ms. Geuder's rights as a tenured teacher, authorized the law firm of Poltrock and Poltrock to file an appeal.

Ms. Geuder's appeal was argued by Kurtis Hale of Poltrock and Poltrock before Judge Mary Anne Mason. Judge Mason sided with Ms. Geuder, finding, among other things, that the Board had acted in an arbitrary and capricious manner in the way its residency policy was being enforced. Judge Mason ordered

Ms. Geuder's reinstatement plus repayment of approximately \$175,000 in pensionable back pay.

The Board of Education has complied with Judge Mason's order and Ms. Geuder will return to her position at Robeson High School this fall. ■

## ORGANIZING TO BUILD A MORE PERFECT UNION

By *Brandon Johnson*

For nearly 20 years, the Chicago Public Schools (CPS) under mayoral control has moved an aggressive corporate educational agenda under the guise of "reform." This corporate agenda has resulted in the overall disinvestment in neighborhood schools, the disproportionate dismissal of highly qualified Black educators and the privatization of public education. Until our collective voices were amplified during last year's strike, most Americans had no idea of the conditions of our schools or our vision for public education. The demonstration of unity by the Chicago Teachers Union (CTU) exposed the true intent of the corporate elite and the politicians beholden to their ideology, which is to dismember public education and eradicate those who stand to defend it. Despite the billions of dollars spent on propaganda by the enemies of public education and unions, the CTU has galvanized thousands across Chicago and inspired voices across the country to resist these destructive programs. As the third-largest local and as leading voices of truth and justice, we have the opportunity to build a transformative union that protects its members and advocates for the lives that rely upon our courage and love.

*"Any individual or group that would aspire to lead society must be ready to pay the costs of leadership."*

—George S. Counts.

Our organizing model has proven to be a fresh approach for the lives most negatively impacted by top-down governance. Our efforts, however, have not been welcomed by those who thrive on the status quo. Mayor Rahm Emanuel's deconstruction of public schools by executing the largest school closings in American history and laying off more than 3,000 school employees had everything to do with his disdain for public accommodations, hostility towards workers and his contempt for our righteous stance. Ripping apart poor communities and disrupting the professional lives of dedicated souls is not only his admission to our high moral standing but his attempt to punish us for unveiling his nature. Admittedly, the mayor holds absolute power over our schools and quite frankly our livelihoods, however the strike and school closings fight taught us that his terror must be challenged by thousands providing staunch opposition to his scheme. As a union, we are a trusted body on education and on issues that promote social and economic equality, and as uncomfortable as it is at times, it is incumbent

upon us to embrace this responsibility and protect, guide and lead the city toward an educational system that makes teaching and learning worthwhile and improves the lives of all communities.

We are witnessing a resurgence of activism across the country. Our position on the front line does not always provide us with the most favorable view. This is the price of leading. Nevertheless, our union has changed the conversation and has given meaning to what all students deserve. As labor and working families of Chicago, we must demand true forms of engagement to improve our schools, demand full funding and staffing and demand human needs over profit. Our schools are being run by competitive market schemes that do nothing to improve education, curriculum is being narrowed down to test preparation, and parent and teacher voices are being muffled. As the ruling class moves to carry out its project to roll back social and equal protections, retirement benefits, government regulations and all tax-supported public services, we must organize and fight back to build a more perfect union. ■

*Brandon Johnson is an organizer for the Chicago Teachers Union.*



## BUD BILLIKEN


Thank you for all of your hard work organizing the CTU Bud Billiken Day parade float. The last time I marched was in 2005. There was only a convertible with the executive board and a few of us walking around them. It was really cool and I felt supported by the viewers, but yesterday was better.

To walk five abreast with my colleagues was amazing. I felt so strong marching with everyone. Of course, we still enjoy major support from the viewers. This energy is important for me to get pumped to go back to work while fighting for schools. My wife and daughter had a great time too.

Thanks again,

*Daniel J. Burke  
Stowe Elementary*

**WRITE US!**



Send your correspondence to **The CUT**, 222 Merchandise Mart Plaza, Suite 400, Chicago, IL 60654 or via email: [leadership@ctulocal1.com](mailto:leadership@ctulocal1.com). Letters may be edited for clarity and space purposes. We reserve the right to reject submissions.

## WHAT IT MEANS TO BE A UNION MEMBER IN COLOMBIA AND CHICAGO

By Ruth Fast

Eleven years ago, company thugs attempted to kidnap William Mendoza's 4-year-old daughter. They were unable to take her because his wife simply refused to release her grip on the child. This incident caused Mendoza's marriage to break up because of his wife's fear of further violence. His story is one of thousands that, when combined, have for decades put Colombia at the top of the list of most dangerous nations to be a member of a trade union.

Mendoza is president of the local Coca-Cola ILWU (International Longshore and Warehouse Union) in Barrancabermeja, Colombia. Because he works for fair wages and decent working conditions for Coca-Cola workers, paramilitary groups hired by the company to intimidate and threaten leaders of the union have targeted him. This American company, operating in Colombia, is keeping wages and benefits low so they can extract more profits for the company and we can drink soft drinks at lower prices.

Paramilitaries have killed, kidnapped or threatened Mendoza's colleagues because of the work they do. He currently has a bodyguard supplied by the Colombian government because of threats on his life. His union office has bulletproof windows and security cameras monitor the front of the building. Sometimes Mendoza wonders how useful the bodyguard would be in a real threat to his safety. Dismissing the bodyguard, however, would probably invite a lethal attack.

In Colombia you can be killed for being active in a union. Colombia is recognized as the second-most lethal nation in the world for trade unionists, behind Guatemala.

Mendoza is working to save his own life, but the fight to save the union and affirm the right of workers to organize is the passion that has driven him to this point. He clearly understands the contradictory predicament: the harder he



From left: Ruth Fast, CPT delegate, Stewart Vriesinga, CPT Colombia Team Member, and William Mendoza

fights for workers' rights and safety, the more he endangers his own life. Yet he fights.

I thought about my own union membership and the Chicago Teachers Union struggle to work for just wages, fair working conditions and living out the "children first" motto of Chicago Public Schools (CPS). This struggle continues in spite of the CPS administration making the lives of teachers and staff increasingly difficult by creating larger classes, more crowded schools and more work for teachers at the same pay rate, as well as disrupting communities by closing schools.

My union friends, leaders and I do not face death threats here in the United States. We are, however, fired, laid off and told we are lying about workers' hardships. Our pension plan is not secure and we do suffer financial hardship.

ILWU leaders and members understand that to fight for the rights of workers in Colombia is to fight for the rights of all workers across the globe. I came back to the U.S. with my union commitment strengthened as I saw lives threatened in Colombia. I know that fighting for our union rights in Chicago strengthens the union movement everywhere.

As a retired CPS school social worker, I sit in my comfortable home, insulated from the struggles that union leaders, teachers and school staff members live with daily. It would be easy to forget Mendoza and the agony he endures with continued threats on his life and the lives of his comrades in the union. This experience in Colombia, however, has strengthened my union commitment and gives me more energy to stand with my union for the benefit of Chicago students, their parents and for the rights of all children to a quality public education. ■

*Ruth Fast is a retired Chicago Teachers Union member.*

## THE REAL AGENDA BEHIND STUDENT-BASED BUDGETING

By Pavlyn Jankov

Student-based budgeting (SBB) has arrived in Chicago. This year, roughly half of a school's funding—money to provide core instruction, hire paraprofessionals, provide basic supplies—is given to schools on a per-pupil basis. This means that for every student at the same grade level, and by the same LRE status for special education students, each school gets the same dollar amount. Other than positions of principal, school counselor and one clerk which are still provided by the district, the principal is responsible for filling all necessary instructional and support positions and buying all necessary school supplies with the budgeted amounts. Previously, Chicago Public Schools (CPS) allocated positions for core instruction based on funding formulas tied to school enrollment, and targeted pupil-teacher ratios for each grade level.

Proponents of SBB have gained traction because of what appear to be sensible notions—that school funding should be directly proportionate to the size and needs of the student body, school principals should have more discretion over how they use their funds and school funding should be more transparent. Some of the most ardent and long-time cheerleaders of SBB are groups like the Reason Foundation and the American Legislative Exchange Council (ALEC). The Reason Foundation is a right-wing libertarian think tank that promotes free markets and privatization, and views

public provision of services such as education as an impediment to the rightful, natural distribution of resources and property. ALEC is a powerful right-wing lobbying organization composed of conservative legislators and corporations that work to write and pass model bills backing their conservative agendas. One such model bill is called the Student-Centered Funding Act and contains many of the same provisions for student-based budgeting and the explanations of its value that have been parroted by the CPS administration. These organizations view SBB as a critical step towards making public school systems operate more like the free market. They frame budget cuts, school closings and destabilization as the appropriate outcomes of a school system that responds to consumer preferences.



The promotion of free market ideals in public schools stems from the faith held by both the right and many on the left that the rational choices of consumers lead to the best outcomes for all. But in a system where inequality and racism is embedded in core social institutions, rational choices in a free market lead only to more segregation, poverty and the reproduction of inequality generation after generation.

Stable community schools are the backbone of a great public school system, and the danger of SBB is that it undermines this ideal. If a school community loses residents and

children because they've become destabilized—for example, predatory banking and attacks on affordable housing—the automatic response should not be a proportionate rollback of public services. How can schools hope to attract families and maintain the community's appeal when the principal is forced to cut back on arts, music or any other essential supports and services when the school loses students? Policies of disinvestment that cause these downward spirals have been the status quo of CPS, and provide the context for why we should be saving “underutilized” schools in disadvantaged communities rather than creating more abandoned buildings. SBB does not upend this status quo; it instead threatens to make such downward spirals further entrenched in policy and even more severe.

CPS has presented a budget that cuts school funding across the board to district-run schools. The immediate and greatest harm stems from this disinvestment, not from the move to SBB. In our advocacy for increased funding, we must also fight for a sensible and equitable way to fund schools. Class size caps, funding for experienced, dedicated and qualified teachers, and a diverse and wholesome curriculum should all be guarantees to every neighborhood school—not offerings that a principal has to choose between. We must also reject reform that treats our neighborhood schools as commodities and parents and students as customers. With the high rates of mobility and economic stress that already affect our disadvantaged communities, we need a system that props up and preserves funding for desirable programs and resources, not one that mirrors and feeds the community's decline. ■

*Pavlyn Jankov is a researcher for the Chicago Teachers Union.*

**CHICAGO PUBLIC SCHOOLS**

**ON STRIKE**

**FOR A FAIR CONTRACT**



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**STRIKE**

**CHICAGO PUBLIC SCHOOLS**





# The Strike

## HOW WE CHANGED THE CONVERSATION ABOUT PUBLIC EDUCATION IN CHICAGO

**C**HICAGO – One year ago, nearly 30,000 public school educators took to the picket lines to fight for the neighborhood schools their students deserve. They also wanted to secure a strong labor contract and regain respect for their profession. It was the first teachers strike in the city's history in 25 years and it took the city by storm. Led by Chicago Teachers Union (CTU) President Karen Lewis, a former chemistry teacher, the colorful demonstrations, which began September 10, 2012 and lasted nine days, garnered national and international headlines as the “sea of red,” flooded the streets of downtown Chicago in a unified show of force.

The 2012 teachers strike was perhaps the first time in the city's history that a labor action of its kind garnered widespread support from the public, including parents of Chicago Public School (CPS) students. After weeks of dramatic labor negotiations, protests, news conferences and rallies at the Board of Education teachers walked away with one of the strongest labor contracts in recent history, a more unified workforce and the distinction of haven taken on a powerful, media-savvy mayor and won.

For weeks leading up to the strike, teachers and other school employees organized internally, trained its leaders and began an outreach campaign for parents. Lewis and other CTU leaders showed the public that a ‘good contract’ was paramount in having high-quality, neighborhood schools. The union consistently pushed the narrative that proved that poverty and severe racial disparities had significantly impacted the school district. It released its ground-breaking education platform, “The Schools Chicago's Students Deserve,” and advocated for reforms to the TIF program, additional wrap-around services for students, quality school facilities and more access to pre-school and kindergarten for low-income students. The union pulled the curtain off the charter movement's marketing campaign and called on the school district to hold the privately-held, publicly funded operations accountable for poor student performance and high teacher turn-over rates.

The events leading to the strike were equally dramatic. On May 23rd, more than 12,000 CTU members, parents and students took to the streets of Chicago in a dynamic display of solidarity. Weeks later on June 11, the CTU revealed that 90 percent of its members voted to give their labor organization the authority to call a strike. A new state law

had required a 75 percent of all eligible CTU voters to vote in the affirmative in order to provide strike authorization. The law proved useless as the city's public school educators responded to a barrage of coordinated attacks from the mayor's office, school CEO and the city's wealthy, out-of-town corporate school reform assassins. After all night labor negotiations with the Board failed to produce an agreement, the union called a strike at midnight on Sept. 10 and teachers, clinicians and paraprofessionals walked the picket lines until they returned to the classroom just over a week later; this despite, the mayor's unsuccessful attempt to have a court force an end to the strike.

“This Union had survived an all-out attack on our very existence and our ability to advocate for our members, our students and their communities from a well-funded, well-orchestrated group of extremely wealthy people who saw themselves as the authorities on education,” Lewis reflected. “We were vilified in the press and on paid radio ads which attempted to paint us as greedy and unknowledgeable. Our contractually agreed to raises were stolen to goad us into acting rashly. Our members have been laid off, terminated and publicly humiliated all in attempt to turn public school educators and the public against us. None of it worked.”

Added CTU Vice President Jesse Sharkey, “The odds were not in our favor. The state legislature had been conned by the corporate reformers into passing Senate Bill 7 which was nothing more than an attempt to bust our union and further decimate our public school system. Our members were angry but worn out from fighting their principals over the years; and, the public had not been given the whole story. People believed that teachers were lazy and were to blame for everything that's wrong in our system. No one wanted a strike, but we had to exercise our right to strike in order to strengthen our school district. This was bigger than taking on the mayor or the Board—this was about fighting for our students, and people finally understood that.”

For the first time in CTU history, the union was able to secure a number of gains for its members including, blocking the use of merit pay and standardized test scores in teacher evaluations; a principal anti-bullying clause; freedom to develop lesson plans; the hiring of art, music and physical education teachers to create a “better school day” for students as the year grew longer; significant cost of living increases; and short-term disability

leave for pregnant teachers. In addition, for the first time in nearly two decades, Lewis, Sharkey and the other officers, Recording Secretary Michael Brunson and Financial Secretary Kristine Mayle, were re-elected by 80 percent of its members following a contract negotiation. Previous contracts had led to past CTU leaders being thrown out of office.

“We also gained international respect for our resistance to the struggle for equitable education. We won the right for professional autonomy in lesson plans; we won a more reasonable evaluation system which was intended to use up to 50 percent for student test scores,” Lewis said. “We gained the ability to finally have due process in all discipline issues and the right to appeal evaluations. We also won a real right for teachers to follow students when schools close—which proved significant when CPS closed 50 schools in a single year.”

Some critics believe the strike did little beyond addressing the bread and butter issues impacting teachers. However, the school district announced recently that last year's test scores went up; the longer school day was a success and the overall quality of education improved in just a short year. This was due to the visible and vocal advocacy of rank-and-file teachers, paraprofessionals and clinicians who fought for change the conversation about public education in the city.

While the CTU strike sparked similar labor protests throughout the state, including about eight teacher strikes in the region, the organization's leaders say there is still much work to be done. The group will continue to expose the contradictions in public policy as well as broaden its base of support by working with parents, students, clergy, community-based organizations and others.

“Since the strike we have strengthened our ability to build power through a significant change in the political landscape including increased voter awareness, registration and candidate preparation,” Lewis said. “We've done remarkable work towards equitable funding by changing the conversation about revenue but now our focus is on securing fair taxes, closing corporate loopholes and holding the unelected, unaccountable school board to making budgetary decisions that do not destroy traditional public schools.” ■

*Stephanie Gadlin is communications director for the Chicago Teachers Union.*

# Summer



On Friday, August 23rd more than 150 members of Chicago's largest public service union locals gathered at Letter Carriers Hall, 3850 S. Wabash to get on the bus to Washington, DC, for the Realize the Dream 50th Anniversary March on Washington. Calling themselves the Chicago Labor Freedom Riders, members of the Chicago Teachers Union (CTU), National Nurses United (NNU), National Association of Letter Carriers (NALC) Branch 11, Service Employees International Union (SEIU), Action Now, and the International Socialist Organization (ISO) organized buses bound for Washington, DC to join sisters and brothers from hundreds of union locals as well as churches and community organizations to commemorate the fiftieth anniversary of the historic March on Washington for Jobs and Freedom.a

# Gladness



The Chicago Teachers Union promotes solidarity, and community relations by participating in a number of programs and special events each summer. (Clockwise) Rank and File members and the CTU Black Caucus joined students during the 2013 Bud Billiken Parade; Teachers, paraprofessionals and clinicians were the leading voices in the summer-long fight to save 50 neighborhood schools from closing; the CTU hosted its 38th Annual Golf Outing which raised thousands of dollars and resources for underprivileged students. CTU Vice President Jesse Sharkey (in red) is joined by members on the 18th hole Silver Lakes Golf Course in Orland Park; the CTU showed its pride as it participated in the 2013 Pride Parade.

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### Entrant's Personal Information

First Name: \_\_\_\_\_  
Last Name: \_\_\_\_\_  
D.O.B. \_\_\_\_/\_\_\_\_/\_\_\_\_ Grade Level: \_\_\_\_\_  
Phone: \_\_\_\_\_  
Email Address: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

### School / Organization Information

School/Organization Name: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_  
Teacher Name: \_\_\_\_\_  
Teacher Email: \_\_\_\_\_  
Teacher Phone: \_\_\_\_\_

### Parent / Guardian Information

Name: \_\_\_\_\_  
Phone: \_\_\_\_\_  
Email Address: \_\_\_\_\_  
Signature: \_\_\_\_\_  
(required for entrants under 18 years old)

### Entry Details

Entry (circle one): Individual | Group  
Title of Entry: \_\_\_\_\_  
Entry Category (circle one):  
Creative Writing | Visual Arts | Media Arts  
Type of Entry (circle one):  
Essay | Poetry | Short Story | Graphic Design | Painting  
Sculpture | Photography | Video | Recorded Song | Other  
\*If other, please describe type of entry: \_\_\_\_\_  
If Group Entry, list the first and last name of the four  
additional high school group members: \_\_\_\_\_

Visit ExpressionsChallenge.com for Official Contest Rules. Enter online and by mail. Mail entries to: Walgreens Expressions Challenge, c/o GoldStar Communications, 230 E. Ohio Street, Ste. 201, Chicago, IL 60611

**Securely attach this entry form to all entries not submitted online. Entries without an entry form will automatically be disqualified. Entries with explicit images and profane language will automatically be disqualified. The use of the Walgreens brand in the submission is strictly prohibited.**

### Confirm Today

- 1) Send Email to: ExpressionsChallenge@gmail.com
- 2) Insert in the subject line: "We're Confirmed"
- 3) Place in email body: Name, School, Phone, Email, and Projected Number of Entries



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## “SAFE PASSAGE”

### THE HISTORY AND TERRITORY OF CHICAGO STREET GANGS

By John M. Hagedorn, PhD

The following is an excerpt from a report prepared by University of Illinois at Chicago criminology professor John Hagedorn for a federal injunction hearing in July. Please click on the link to the PDF at the bottom of the text for the full report on Chicago's gangs and their effect on proposed Chicago Public Schools "safe passage."

Two events shook Chicago's gang world and these events have decisive significance for how to prepare children today for school closings. In the 1990s, Mayor Daley



decided to tear down the Chicago Housing Authority projects and disperse the residents, mainly to the far South and West sides. This stands in sharp distinction to the decision by former New York City Mayor Ed Koch to substantially invest in public housing and not displace the residents. In my *Urban Affairs Review* article, I concluded this was a major reason why Chicago's homicide rate did not drop like New York City's, or, for that matter, like many other large U.S. cities during that time.

Through interviews with displaced gang members, I showed how this dispersal of CHA residents raised gang tensions in those areas and schools. For example, Roseland was described to me by gang members who moved from the Robert Taylor Homes as "The Wild, Wild, West" where shootings were the unanticipated result of gang members mixing with rivals as well as their inability to get along with members of the same gang. Both schools and communities were unprepared for the influx of gang members and were unable to contain the upsurge in violence.

On both the West and far South sides, gang members moved into neighborhoods where housing was available, not necessarily into areas controlled by their own gang. This resulted in making neighborhoods on the West and far South side much less homogenous and more volatile. The gang maps of the Chicago Police Department and Chicago Crime Commission are misleading in representing "gang boundaries" as bounded and homogenous. Today these gang neighborhoods are much more fluid and volatile than at any time in the past 40 years.

The other event that changed the nature of gangs and violence today, were the inter-necine gang wars of the 1990s. Rather than battles between "People" and "Folks," these wars took place within "nations" and led to the most violent years in Chicago's history. The Black Disciples/Gangster Disciples war mainly took place on the South Side while Vice Lord sets fought one another on the West Side. For example, in 1992, 98 people were killed in East Garfield Park, 62 in Englewood, and 60 in North Lawndale. Among Latinos, a "War of the Families" cost many lives of Latin Folks gangs. The wars of the 1990s had homicide rates twice that of the "spike" of 2012 or any year since 2004.

These horrific wars, along with changed, more gang-heterogeneous neighborhoods, shattered the hierarchical structure of Chicago gangs and discredited their leadership. In the last ten years, Chicago's established gangs have turned on themselves and killings are often intra-gang, not just between gangs. Additionally, my research contacts have consistently reported the formation of new, younger, non-affiliated gangs that are not part of

Chicago's half-century-old institutionalized gangs and represent a constant challenge to them.

While the level of violence in Chicago today is much less than in the gang wars of the 1990s, it is more unpredictable and dangerous for young people. Violence today, according to my historical research and contacts among community residents, gang members, and police officers, is fundamentally different than the organized gang violence of the 1990s. Unlike gang "hits" of past years, violence today is more spontaneous and much less amenable to control by "OGs" — a street term for "Old Gangster" or influential gang elders. What children walking past rival gang turfs face today is not just violence between rival gangs, but the spillover of violence within gangs as well as unpredictable violence with new, sometimes even un-named gangs. This situation calls for caution and much more investigation of the actual situation than is apparent from reading the CPS Safe Passage contracts or listening to the testimony of Mr. Tyrrell [CPS Deputy Chief Administrative Officer Tom Tyrrell]. ■

To read the full report, please visit <http://www.ctunet.com/gangs>.

*John M. Hagedorn, Ph.D. is a Professor of Criminology, Law, & Justice at the University of Illinois-Chicago and has been researching street gangs for nearly 30 years, beginning in Milwaukee, Wisconsin in 1984 and since 1996 in Chicago. He has been involved in several international cross-cultural research projects, including participation in a Social Science Research Council study of youth and organized violence.*



## Presents

### Fall 2013 Professional Learning

All Quest Center courses are suitable to meet the ISBE 20% requirements for regular education teachers of students with specialized needs and are aligned to the CPS Framework for Teaching and the Common Core State Standards.

#### **Effective Classroom Management: How To Attain It** (2 CPS Lane Placement Credits/30 CPDUs)

**Oct. 1, 8, 15, 22, 29, Nov. 5, 19, 26, Dec. 3, 10, 2013/5 - 8 p.m. - Chicago Teachers Union,  
222 Merchandise Mart Plaza, Chicago, IL 60654**

This 10 session course will assist teachers in learning new ways to effectively manage a classroom. This will be achieved through student engagement, motivation, collaboration and differentiation. There will be an emphasis placed on teacher collaboration, leadership and reflection. The participants will be provided with readings, viewings and engage in individual, small-group, and whole-class activities that showcase best practices associated with effective classroom management. Teachers will enhance their ability to manage time, promote positive behavior, motivate students, plan classroom procedures, and maintain self-reflective practice. Participants will align their practice to the CPS Framework for Teaching Domain 2, Components a, b, c, d. Participants will also develop effective professional habits of mind: collaboration, leadership and reflection. Walter Taylor, NBCT, Instructor.

#### **Embedding Formative Assessment With Learning Communities** (2 CPS Lane Placement Credits/30 CPDUs)

**Sept. 30, Oct. 7, 21, 28, Nov. 4, 18, 25, Dec. 2, 9, 16, 2013/5 - 8 p.m. - Chicago Teachers Union,  
222 Merchandise Mart Plaza, Chicago, IL 60654**

This 10 session course is designed to help teachers meet requirements for professional standards in the area for assessment. The course will provide teachers with a deep understanding of formative assessment and what kinds of formative assessment do and do not improve student achievement and under what conditions. Participants will explore why formative assessment needs to be a priority for every classroom. The participants will discover the important role formative assessment plays in increasing teaching quality and student learning when it is viewed as a process. This course is aligned to the CPS Framework for Teaching, Domain 3 - Components a, b, c, d. A book is required for this course. Gloria Henllan-Jones, NBCT, Instructor.

Register online at [ctunet.com/pd](http://ctunet.com/pd)

**THE DEADLINE DATE FOR REGISTRATION IS  
WEDNESDAY, SEPTEMBER 18, 2013.**

#### **Course Tuitions**

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**Lane Placement Credits only - \$130**

##### **Non-members:**

**CPDUs/PTPs only - \$135**

**Lane Placement Credits only - \$160**

The CTU Quest Center reserves the right to cancel a course due to low enrollment.

**Refunds for cancellation will be issued up to one week before the course begins.**

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# LEGISLATORS EDUCATORS APPRECIATION DINNER 2013

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## APPy Hour

**For the Kindergarten through 8<sup>th</sup> Grade Teacher  
Monday, November 18, 2013**

This workshop is for elementary teachers whose students have in-class access to Apple or Android mobile devices such as IPADS, Kindle Fire, tablets, and IPOD Touch.

Discover classroom tested “apps” to start using tomorrow with your students and their mobile devices. This 3 hour session will introduce beginning users to the most influential “apps” that are accessible on handheld technology. The focus will be on free, interactive, and student friendly educational tools that transform digital learning. The “apps” discussed can be used in many technology configurations from 1 device to 30.

This workshop addresses the CPS Framework for Teaching Domains: 1a (Demonstrating Knowledge of Content and Pedagogy), 1d (Demonstrating Knowledge of Resources), 3c (Engaging Students in Learning), 3d (Using Assessment in Instruction), and 3e (Demonstrating Flexibility and Responsiveness).

**Participants must download the following “apps” to their mobile device PRIOR to the workshop and bring it to the session: Edmodo, educreations, croak.it!, Zapd, and QR maker. This will be an interactive session.**

**DATE:** November 18, 2013  
**TIME:** 5-8 p.m.  
**LOCATION:** Chicago Teachers Union  
222 Merchandise Mart Plaza,  
Suite 400  
Chicago, IL 60654

Brown line comes into the Merchandise Mart.  
\$16 parking after 3 p.m. at Mart Parc on the  
northeast corner of Kinzie and Wells.  
No parking validation available.

**Participants will receive 3 CPDUs/PTPs**

**Fee - \$15 if registered online by the  
deadline date of November 12<sup>th</sup>.**

**At the door the fee is \$20.**

**Online registration is required  
at [ctunet.com/pd](http://ctunet.com/pd)**

Refunds for cancellation will be issued  
prior to the day of the workshop.

LCD: oteg-743-dp



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Wildi, Brad A.

# In Memoriam

## May 2013

Avril Syngel	11 <sup>th</sup>	Plamondon
Albert J. Isaac	13 <sup>th</sup>	Dusable HS
Eileen Stevens	17 <sup>th</sup>	Mason
Lauren E. Duff	21 <sup>st</sup>	Englewood HS
Edith Hassen	23 <sup>rd</sup>	Lincoln
Thomas N. Ginyard	24 <sup>th</sup>	Ferren
Gertrude R. Reed	24 <sup>th</sup>	Westcott
Sylvester Bradshaw	25 <sup>th</sup>	Emmet
Lillie J. Kinnard	27 <sup>th</sup>	Thorp
Vivian B. Fenchel	27 <sup>th</sup>	Simpson
Barbara L. Larsen	27 <sup>th</sup>	McDade
Joyce M. Pratt	27 <sup>th</sup>	Songhai
Paul C. Clay	28 <sup>th</sup>	Wentworth
Paul R. Ford	28 <sup>th</sup>	Cameron
Annie L. Hudson	28 <sup>th</sup>	Altgeld
Susan H. Coop	29 <sup>th</sup>	Hartigan
Bernice Kyle	31 <sup>st</sup>	Bontemps



## June 2013

Johnnie Q. Vaughn	1 <sup>st</sup>	Woods
Leroy H. Kaplan	2 <sup>nd</sup>	Jenner
Carol L. Bell	3 <sup>rd</sup>	Sawyer
Doris A. Gillen	3 <sup>rd</sup>	Lincoln
Vivien Polacheck	5 <sup>th</sup>	Peck
Athena Lemperis	8 <sup>th</sup>	Blaine
Dorothy Wadley	9 <sup>th</sup>	Irving Park
Clesana K. Webb	10 <sup>th</sup>	Altgeld
Virginia Spaulding	10 <sup>th</sup>	Anderson Comm. Acad.
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John Robert Piegari	12 <sup>th</sup>	Nightingale
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Elizabeth G. Cook	14 <sup>th</sup>	Byrd
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Arlene M. Burmeister	15 <sup>th</sup>	Hubbard HS
Lillian I. Gibbs	15 <sup>th</sup>	City Wide
Donald J. Cosmano	16 <sup>th</sup>	Robeson HS
Eugene Travis	16 <sup>th</sup>	Washington HS
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Leroy W. Brazier	25 <sup>th</sup>	Beethoven
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Denise H. Washington	26 <sup>th</sup>	Corliss HS
Frank C. Johnson	27 <sup>th</sup>	Curie HS
Rina M. Naddeo	27 <sup>th</sup>	Foster
Annie T. Parnell	29 <sup>th</sup>	Overton

## July 2013

Caryl M. Dahl	1 <sup>st</sup>	Ellington
Eleanor S. Miller	1 <sup>st</sup>	Barnard
Susan C. Zei-Jones	3 <sup>rd</sup>	Beasley Acad. Mag.
Elizabeth J. Weaver	4 <sup>th</sup>	Lemoyne
Charlene L. Galkin	5 <sup>th</sup>	Disney
Aurelia Moody	5 <sup>th</sup>	Holden
Ronald Philip Stoeckig	5 <sup>th</sup>	Shields
Irving Tross	9 <sup>th</sup>	Hibbard
Evelyn A. Hicks	9 <sup>th</sup>	Bradwell
Jeanne Hopp	10 <sup>th</sup>	Hamilton
Eve M. Bronaugh	11 <sup>th</sup>	Higgins
Helene Ann Rogers	13 <sup>th</sup>	Haugan
Patricia Burgess	14 <sup>th</sup>	Henson
Helen Kluczewski	14 <sup>th</sup>	Jones HS
Delia M. Ryan	14 <sup>th</sup>	Goodlow Magnet
James N. Brooks	15 <sup>th</sup>	Morgan
Charlotte Holliday	15 <sup>th</sup>	Delano
Raymond E. Ellison	16 <sup>th</sup>	Clemente HS
Denis E. Hutchings	16 <sup>th</sup>	Richards HS
Winifred Perry	17 <sup>th</sup>	Kelvyn Park HS
Joanne Manos	18 <sup>th</sup>	Mt Vernon
Max R. Weber	19 <sup>th</sup>	Julian HS
Frances Hale	20 <sup>th</sup>	Burke
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Lucille W. Taliaferro	31 <sup>st</sup>	Morgan Park HS

August 2013

Lillian J. Dunn	1 <sup>st</sup>	Simeon Career Acad.	John N. Brown	11 <sup>th</sup>	Carter
Anthony J. Bahl	1 <sup>st</sup>	Flower HS	Mary Ellen Hayes	11 <sup>th</sup>	Brentano
Joycelin Larrieu	1 <sup>st</sup>	Beasley	Paul Holmes	11 <sup>th</sup>	Marquette
Berry Fisher	3 <sup>rd</sup>	Carroll	Louise Capron	12 <sup>th</sup>	Lewis
Florence C. Hyland	3 <sup>rd</sup>	Wendell Green School	Nanette E. Coggs	12 <sup>th</sup>	Drake
John L. Woodville	3 <sup>rd</sup>	Chicago Voc. HS	Daniel T. Clarke	13 <sup>th</sup>	Taft HS
Anna Zimnowodzki	3 <sup>rd</sup>	Clark Middle	Eleanor Loevy	14 <sup>th</sup>	Nobel
Kenneth Rezwin	4 <sup>th</sup>	Sub	Waymon Jones	15 <sup>th</sup>	Beidler
Myrnette E. Allison	6 <sup>th</sup>	Portage Park	Alice M. Taylor	16 <sup>th</sup>	Westinghouse HS
Maurice Swiryn	6 <sup>th</sup>	Nash	Alexander Ilich	17 <sup>th</sup>	Kennedy HS
Natalie E. Ferguson	7 <sup>th</sup>	Foster Park	Mila Levitt	20 <sup>th</sup>	Mayer
Otis N. Leftwich	7 <sup>th</sup>	Herzl	Mae M. Hunter	21 <sup>st</sup>	Shoemith
Frances Rae Bock	8 <sup>th</sup>	Swift	Sylvia Ericksen	22 <sup>nd</sup>	Franklin Fine Arts Ctr.
Thomas G. Howard	8 <sup>th</sup>	Gallistel	Robert Cater	23 <sup>rd</sup>	Carter
Barbara A. Milutinovic	9 <sup>th</sup>	Cregier HS	Marcia Kathleen Miller	24 <sup>th</sup>	Gage Park HS
Barbara Saddler	9 <sup>th</sup>	Central Office	Peggy Preskill	24 <sup>th</sup>	Senn HS
Marian C. Perkins	10 <sup>th</sup>	Lenart	Webber McGill	25 <sup>th</sup>	Dusable HS
Mary E. Winblad	10 <sup>th</sup>	Pasteur	Marjorie Hunter	26 <sup>th</sup>	Sub



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*Come explore the newly enhanced*  
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Your students will have fun in this highly interactive space where hands-on activities teach kids ages 8 to 12 to respect differences, address bullying, and take a stand on issues that matter to them!

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Join us for our **FREE** Educator Open House to explore the Museum and learn about Field Trips, Teaching Trunks, and Teacher Trainings!

**Thursday, October 10**  
4:00 pm - 7:00 pm

9603 Woods Drive, Skokie

Register online at  
[www.ilholocaustmuseum.org/openhouse](http://www.ilholocaustmuseum.org/openhouse)

# 2013 *Chicago* TEACHERS UNION

# LEAD

Legislators  
Educators  
Appreciation  
Dinner

*Honoring  
Member  
Activism*



**Friday, October 25, 2013**  
**Plumbers Hall**  
**1340 W. Washington Blvd**  
**Chicago, Illinois**

**Featuring Harrington's Corned Beef**

**Cocktails 3:30 p.m.**  
**Dinner 5:00 p.m.**

**RSVP before  
October 17**

Brothers and Sisters, the entire world now believes in the power of the Chicago Teachers Union. It is past time to honor our member-activists. The time is now to follow their lead and engage our lawmakers. We must communicate with them about the conditions of our schools and the state of education reform in Chicago. Our lawmakers have a great amount of responsibility. They turn concepts into law. Our lawmakers need to hear from you!

Tell them you are an educator, a parent, a taxpayer, and a voter.



**Your Turn, for Your Story.**

**Reserve your table today!**

RSVP before October 17.



**\$45 per person**  
**\$450 per table**

Please mail to:

LEAD  
Chicago Teachers Union  
222 Merchandise Mart Plaza, Suite 400  
Chicago, IL 60654-1016

Please reserve \_\_\_\_\_ seats for me at the LEAD Dinner on Friday, October 25, 2013. Enclosed is my check for \$\_\_\_\_\_.

I cannot attend the 2013 LEAD Dinner, but here is my contribution of \$\_\_\_\_\_. **Please make checks payable to: CTU-PAC.**

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Home Phone \_\_\_\_\_ Office Phone \_\_\_\_\_

State Representative District \_\_\_\_\_ State Senate District \_\_\_\_\_

School \_\_\_\_\_