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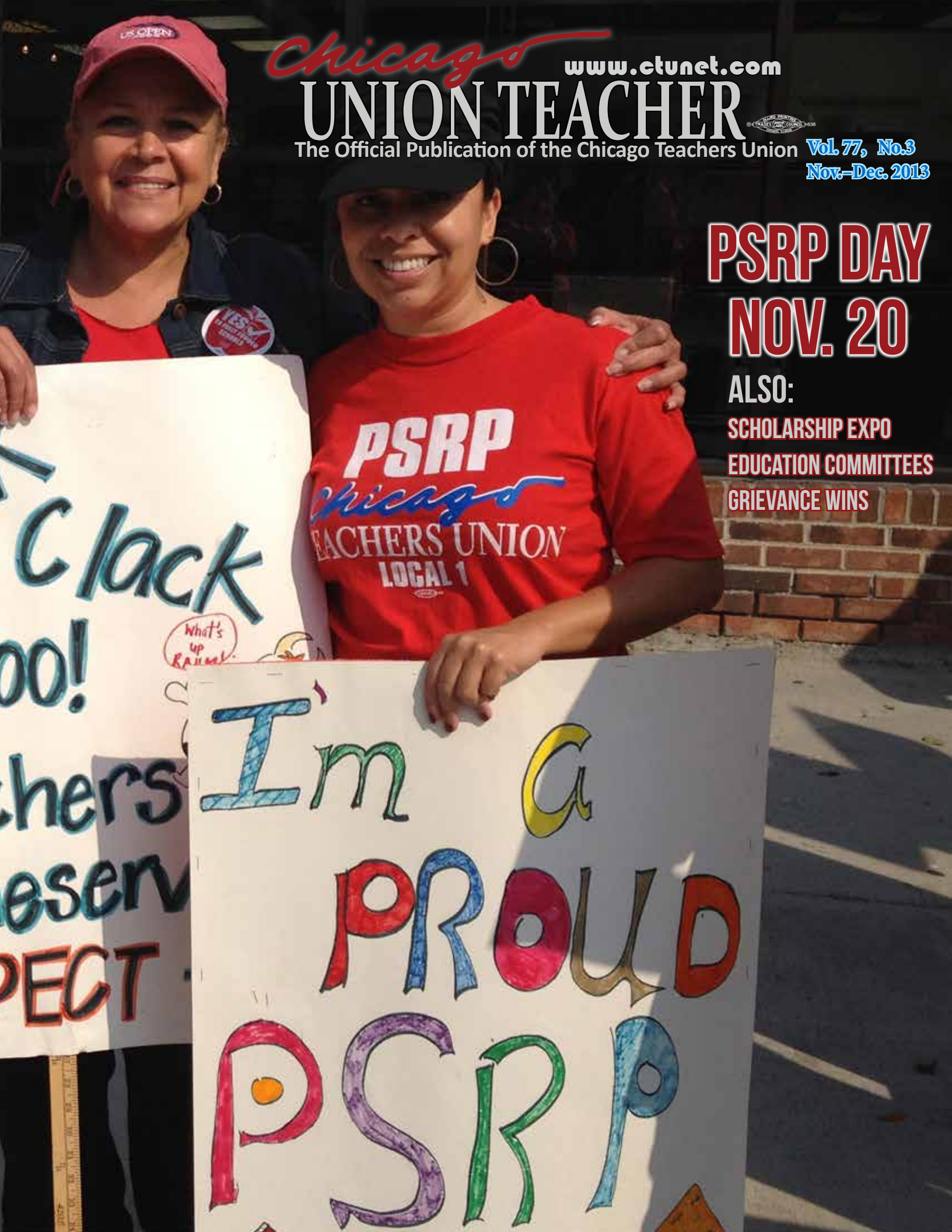
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UNION TEACHER

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Nov.-Dec. 2013



PSRP DAY NOV. 20

ALSO:

SCHOLARSHIP EXPO

EDUCATION COMMITTEES

GRIEVANCE WINS

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What's
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RAUM!

I'm a
PROUD
PSRP



THIS PAGE: Graciela Rangel, a preschool teacher from Michoacán, Mexico, embraces Karen Lewis and Illinois Federation of Teachers (IFT) President Dan Montgomery at the IFT's triennial convention in Rosemont, IL, on October 20, 2013. Rangel is a leader of the National Coordinating Council of Education Workers (CNTE in Spanish), who have led strikes and demonstrations since April 2013 against an "education reform" law introduced by Mexican President Enrique Peña Nieto. PHOTO: Nathan Goldbaum

COVER PHOTO: A proud PSRP stands with colleagues during the 2012 strike. Photo by "joeangelm" from the Flickr Strike 2012 photo group: flickr.com/groups/strike2012

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CTU Political Action Committee Chair Gloria Higgins—a Teacher Assistant at Hearst Elementary—addresses the capacity crowd at the annual Legislators Educators Appreciation Dinner (LEAD) on October 25, 2013. PHOTO: Jamie Link Photography

Sisters and Brothers,

I am so lucky to have had paraprofessionals mentor me when I started my career. Eunice made sure I had what I needed, and Mary made me feel part of a vibrant staff. My father gave me the best piece of advice before my first day of school when he said, "Make friends with the 'secretaries' and the janitors and you will never have a problem." I don't think he knew how good his advice was.

I have always been able to find out a lot of information about my students and their families because PSRPs had insight I couldn't have begun to know. For example, PSRPs know about the cliques that form in schools among the adults, too! What so many people do not know is that schools cannot function without the work of PSRPs, who are the backbone and the glue that holds us together. From the clerks who oversee payroll and are often the public's first experience with a school, to those who work in small groups as teacher assistants, PSRPs provide our students and their families with the personalized attention they need.



While we all know how important our PSRPs are, someone forgot to give that memo to the Board of Education in this city. They see PSRPs as numbers on a spreadsheet and have been decimating our ranks for years. In addition, they have no problem placing them under the control of managers who have no idea what PSRPs do. That allows some administrators to easily devalue their work.

We are fortunate at the Chicago Teachers Union to have amazing PSRPs in our Field Service and Organizing departments who are dedicated to making the working lives of our PSRPs better.

During the months of November and December, the CTU hosts meetings throughout the city designed to have a safe space for PSRPs to come together, address pressing issues and share experiences from which we can all grow. Be sure to attend one near your school or home.

November 20 is PSRP Day. Do something special for the paraprofessionals in your building. Remind them how much a part of the educational experience they are. Show your appreciation for the folks who rarely get the props for all that they do.

In Solidarity,

 NBCT
Karen GJ Lewis, NBCT

PSRPs: A PROUD HISTORY

By June M. Davis



In 1965, President Lyndon B. Johnson declared a “War on Poverty” in large urban cities. As a result, Chicago was one of the cities that received funds from the Elementary Secondary Education Act. Due to the influx of these federal funds, Chicago Public Schools was able to hire additional support staff.

In the beginning, truant officers, school clerks and vision and hearing technicians were the only functional groups who were paraprofessional bargaining unit members of the Chicago Teachers Union. During the summer of 1966, more than 1,100 School Community Representatives (SCRs) were hired and trained to work in the schools. Their mission was to “bridge the gap between home and school.” The majority of the SCRs were PTA mothers who knew the community.

In 1967, teacher assistants—following the SCRs—were hired and became Chicago Teachers Union members.

Today, the CTU represents more than 40 PSRP functional groups. Under the umbrella of the American Federation of Teachers, there are more than 100,000 PSRPs employed by public school districts, colleges and universities across the United States. Paraprofessional and School-Related Personnel wear many, many hats. Every day, a student will see at least three PSRPs before ever seeing a teacher.

Wednesday, November 20, 2013 (every third Wednesday in November) has been proclaimed PSRP Day by the State of Illinois.

HATS OFF TO PSRPs! ■

June M. Davis is the CTU's PSRP Field Staff Director

PARAPROFESSIONALS AND SCHOOL-RELATED PERSONNEL IN THE CHICAGO PUBLIC SCHOOLS

- Audio-Visual Technician
- Audiometric and Vision Screening Technician
- Community Relations Representative I, II
- Computer Technician
- Educational Sign Language Interpreter I, II, III
- Guidance Counselor Assistant
- Health Service Nurse
- Head Start Educational Resource Assistant
- Head Start Health Resource Assistant
- Head Start Parent Resource Assistant
- Head Start Social Service Resource Assistant
- Hospital Licensed Practical Nurse
- Instructor Assistant I, II
- Interpreter Clerk
- Occupational Therapist Assistant
- Parent Advocate
- Parent Advocate–Bilingual
- School Assistant
- School Assistant–Bilingual
- School Assistant–Bilingual–Spanish
- School Assistant II
- School Assistant II–Bilingual
- School Assistant II–Bilingual–Spanish
- School Clerk Assistant
- School Clerk I
- School Clerk I–Bilingual–Spanish
- School Community Representative
- School Library Assistant
- School Library Assistant II
- School Social Service Assistant
- Special Education Support Clerk
- Speech/Language Pathology Paraeducator
- Speech/Language Pathology Paraeducator–Bilingual
- Student Special Needs Program Assistant
- Student Special Services Advocate
- Teacher Assistant
- Teacher Assistant–Montessori Program
- Teacher Assistant II
- Teacher Assistant II–Montessori Program
- Technology Coordinator I, II, III
- Truant Officer (position not currently funded)

Source: CTU Contract, Appendix D



LAYOFF IMPACT ON PSRPS

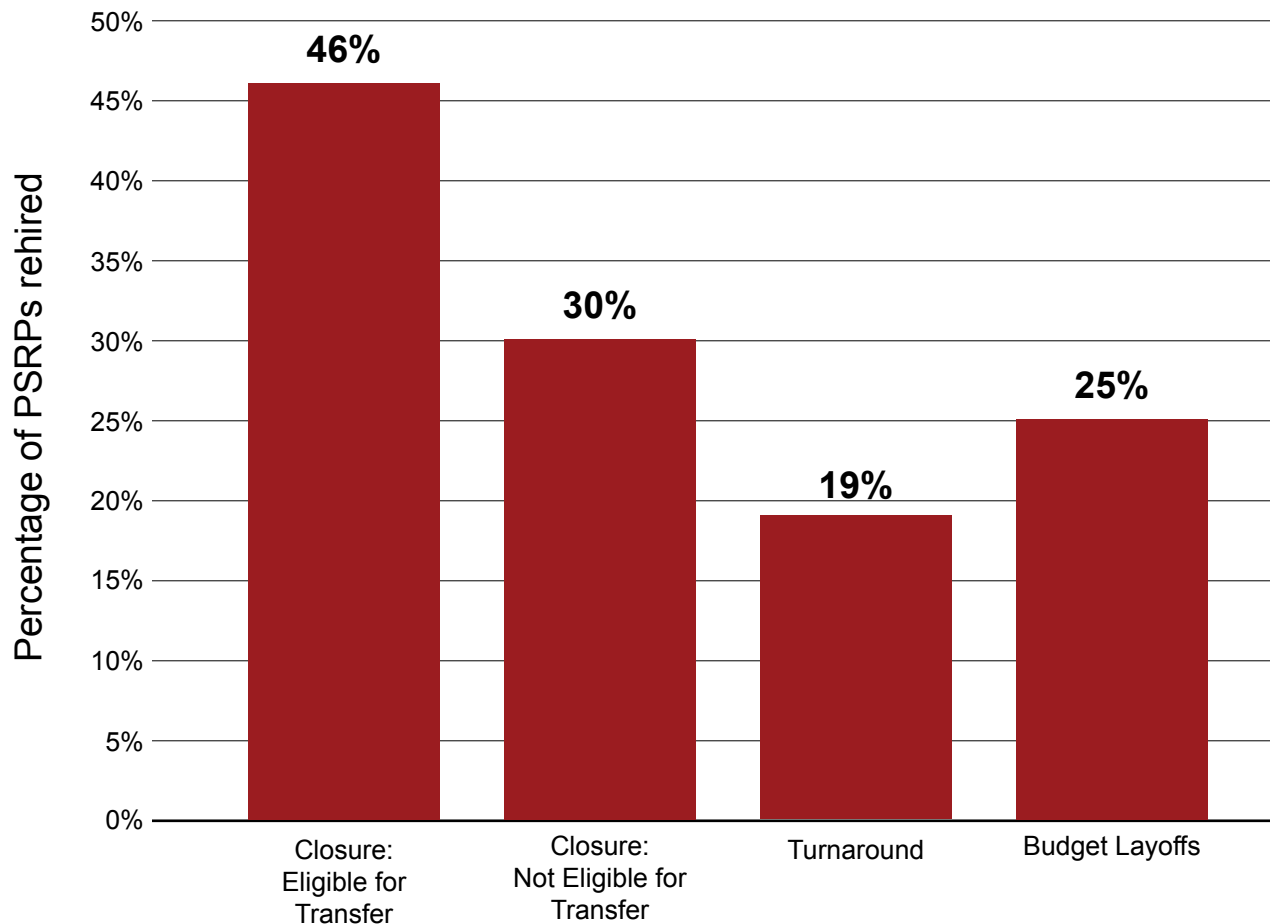
By Pavlyn Jankov

Chicago Public Schools school closings and budget cuts this summer targeted more than 3,000 school personnel, many of whom were educational support personnel. Chicago Teachers Union paraprofessionals took a big hit, with more than 700 PSRPs receiving layoff notices in June and July. The 50 school closings affected more than 200 positions, and nearly 500 PSRPs were cut due to insufficient funds in the new school-based budgeting that CPS adopted this year. The CTU analyzed the layoffs and rehire data this year and found that overall, only 30 percent of the affected PSRPs were able to find jobs this fall. Even PSRPs that were eligible to transfer from the closing schools to follow students to receiving schools were only rehired at a rate of 46 percent. Nevertheless, this rate is the highest out of the layoff categories.

The CTU won the right for paraprofessionals to be eligible to transfer schools in the event of a school closure. PSRPs are the glue that holds the schools together and we must continue to show how essential they are and win additional contract protections that ensure our schools are properly staffed and that our members are secure in their jobs. Paraprofessionals are crucial to giving Chicago's students the schools they deserve. ■

Pavlyn Jankov is a researcher for the Chicago Teachers Union.

Rate of rehire for laid off paraprofessionals



PSRP PROFILES

THREE PARAPROFESSIONAL AND SCHOOL- RELATED PERSONNEL WHO LEAD OUR UNION

SHONEICE REYNOLDS SCHOOL CLERK



Shoneice Reynolds with her son, Asean Johnson, who is himself a nationally-recognized advocate for public schools. PHOTO: Jamie Link Photography

There is a rewarding feeling being a school clerk. School clerks have the privilege of not being limited to a classroom. The school is our classroom, the student body our students, every teacher is our teacher and every parent is our parent. We have hundreds, sometimes even thousands of students that we call our own, just as teachers do.

People often consider school clerks as “the person in the office that answers the phone,” but we are more than a pleasant voice. On any given day, we turn into “Super School Clerks,” as I like to call us. From payroll to student grades, from defusing an argument to promoting perfect attendance, and from hosting community events to student achievement awards, we do it all! School clerks are the first point of contact, and we set the atmosphere for the school.

As an attendance coordinator, I got the time to really know all of the students in my school. When I became the school clerk at Delano, attendance was below 92 percent. I took that opportunity to engage the students. I hosted weekly incentives, held classroom

JOSE JIMENEZ WELLS HIGH SCHOOL PAYROLL CLERK

I started my career in April of 1987, five weeks before the end of the school year and months before my first strike. I have worked all 27 years at the same location—Wells Academy High School.

What makes my story a little different is that I grew up Puerto Rican, in Bucktown, went to Drummond Elementary school and attended Wells as a teenager. The experience of walking into a building as a freshman and returning to work in the same location gives me an understanding of the community, families and students, and makes me proud to give back.

My main duties as a clerk are to assist the principal with the school budget payroll on the new Aesop system and making sure all



classes are covered if a teacher is absent. I take the utmost pride as a clerk in making sure that all Wells staff is compensated correctly every pay period. I have created many special bonds with students, but I truly enjoy graduation day, despite all the challenges Wells students face in order to cross the stage. Our mission statement at Wells is that, “All kids can learn—no exceptions,” and I truly believe that.

visits, and created a Race to 100 Percent and gave parent/teacher incentives for perfect attendance. Within one school year, our attendance was up to 96 percent and we received network recognition.

I showed the students that I cared about them being in school and not just my computer screen. With this engagement, the students asked me to be a Double Dutch coach. Me, coach?! Well, that just created a stronger relationship with the students. Even during the 2012 Chicago Teachers Union strike, parents and students joined me on the picket line. I will always remember a parent telling me during the strike, “Ms. Reynolds, you supported me and I am going to support you!”

Although our positions may be stressful because we are holding down the fort, just take your break in a classroom and your passion will be restored. Our students, parents, teachers and communities need us. Take pride in being a school clerk along with thousands of PSRPs! Knowing that every child is our student and the city is our neighborhood, I encourage all of you to step from behind the desk and continue to be the spectacular school clerks that you are. ■

Chicago Public Schools and Chicago Board of Education actions have affected Wells and our staff as they have built charters all around this school. Our budgets are cut, our staff is honorably discharged and laid off, yet we are asked to do more with less and less. My union activism began when I decided to call the Chicago Teachers Union after I worked for three months without being compensated. At that moment, I decided to take a stand for myself, and most important, to get involved in the CTU by helping others. I have served as a citywide delegate, district supervisor, executive board member, strike captain and presently a part-time grievance writer.

I would like to encourage all CTU members to stand up for each other. From teachers to PSRPs, we are one union for all members. Find the one person in your building who might have a little hesitation and encourage them to learn their contract rights. The contract only has power if you are willing to file the grievance. ■

CHARLOTTE SANDERS

CITYWIDE PSRP

EARLY CHILDHOOD HEAD START

PROGRAM RESOURCE ASSISTANT



I started with Chicago Public Schools in 1993 as a citywide PSRP and school social service assistant for Early Childhood-Head Start programs. I grew up on the West Side of Chicago. Some of the schools that I have serviced over the years are in the same neighborhood that I grew up in. At one time, I didn't know the importance of being involved in my child's education until one day, my child's teacher said that they were having a meeting and I needed to go and find out what is happening in the school. I was very reluctant and yet I went. I then became a member of the Local School Council when it was first formed.

I now service families in the Head Start Program. We have a parent agreement and I give assistance in areas needed such as employment, housing or even education. Sometimes, we conduct a home visit if a child is absent and we are unable to reach the parent. This is to ensure that the family is okay and assist them any way we can to get the child back in class.

As PSRPs, we help parents become their child's first teacher by empowering them to become more involved in their child's education. It's rewarding when a parent comes to you later saying things like, “I have a job interview” or “I start classes next week.” Much of the assistance we provide comes from leads that we gather in partnership with other companies and organizations. For example, one of the parents I work with was not sure of what she wanted to do for a career, so I suggested that she start by volunteering in the classroom. She saw how the teachers and assistants loved their job, which inspired her to go back to school and become a teacher. She now teaches for the Head Start Program.

As a member of the Chicago Teachers Union, I always read the contract to ensure that everything was happening the way it should. Often, when some of my colleagues would ask about different things and what rights they had, I would refer to the contract and ask them to contact the union. CTU PSRP Field Representative June Davis said that I should become a delegate because I am always asking questions and that I could learn even more and help other PSRPs. I agreed and became a delegate, even though at the time, I did not even know what the House of Delegates meeting was about!

Because I am citywide delegate, I am always talking with many different members about union pros and cons, and this includes teachers and PSRPs. The union has changed since I started in 1993. They are reaching out to more members for their participation and ensuring that Chicago Public Schools and the Chicago Board of Education don't try to pull something over on us.

This was not always the way, however. In the past, no one ever asked me about attending a meeting, and you only called the union when there was trouble.

Being a member of different committees, I have learned that we all have to play a key part—just like during the strike. Our jobs are still in question and we can see the writing on the wall. Yes, we pay our dues, but to ensure that the union stays strong we have to continue the fight.

Being a member of CTU has been challenging and rewarding. But I see that the payoff is what's best for the children families and our communities. If not you, then who? ■

CONTRACT ENFORCEMENT VICTORIES

TEACHERS TRIUMPH OVER UNFAIR LABOR PRACTICES AT KENNEDY

By Matt Farmer, Robin Potter, and Shankar Ramamurthy

The Illinois Educational Labor Relations Board (IELRB) issued its recommended decision ruling against Chicago Public Schools and the Kennedy High School principal for retaliating against Chicago Teachers Union members engaged in protected concerted activity. (Protected concerted activity includes invoking contract rights or activities “with or on the authority of other employees.”) The Kennedy unfair labor practice charge was the first bullying charge ever filed at the IELRB.

Kennedy teacher and CTU delegate Tim Kelley, and teachers Zulma Ortiz, Richard Navarro and Khetam Khairallah served on the Professional Personnel Leadership Committee. In 2011 and 2012, following dozens of complaints from our members, they

created and distributed a survey that polled teachers on whether the principal’s contract should be renewed. They also solicited group concerns regarding working conditions in the school. The principal retaliated against the PPLC members with threats, harassment and poor performance ratings.

After a four-day hearing, the IELRB found that the principal violated state law by expressing “hostility against the protected activities of PPLC members on several occasions.” The principal issued threatening e-mails to the group, claiming that the law department instructed him that CTU members needed CPS approval to distribute literature and surveys. The IELRB rightfully rejected CPS’s claim that the CTU needs CPS approval to poll and talk to its members. The IELRB held that CPS and

the principal “engaged in a pattern of conduct which targeted those who were involved in the PPLC surveys and engaged in protected concerted activities.”

The IELRB ordered CPS and the principal to cease and desist from retaliation and coercion, post a notice of the decision for 60 consecutive days, rescind all pre-discipline and threats of lowered ratings and restore prior ratings for the affected teachers. Kennedy teachers and staff said that the lesson they learned is to support our union and fellow teachers, and know your rights! ■

Matt Farmer, Robin Potter, and Shankar Ramamurthy are attorneys with Robin Potter & Associates, P.C.

CLEMENTE COUNSELOR VICTORY

By Joseph McDermott

In August 2011, Clemente High School’s principal re-defined three guidance counselor positions at Clemente High School. The new counselors would be required to hold both a valid counseling certificate and a high school teaching certificate. The principal then interviewed new candidates for the re-defined positions. She told the candidates that they would be required to teach one period per day of a class called “Senior Seminar,” along with their full-time guidance counseling duties.

The Chicago Teachers Union filed a grievance on behalf of the newly hired counselors in January 2012. The counselors were required to take attendance, supervise students, create lessons, assess student assignments and enter grades for the Senior Seminar class. The principal argued that the teachers “knew they were being hired to do this.” The Union argued that individual principals cannot negotiate directly

with members on the terms, conditions and compensation of their employment.

The basis of the grievance was contract language related to the American School Counselor Association (ASCA) model, the unilateral creation of a new redefined position and compensation for teaching an additional class for high school teachers. The contract defines counselor work duties as being consistent with the ASCA model. The ASCA model has a process where counselors come into a classroom, along with another teacher, and lead a lesson. The ASCA does not include having a full-time responsibility to teach a class and issue credits for the class toward graduation.

The arbitrator ruled in favor of the Clemente counselors. The effected counselors will be awarded with 16 and 2/3 percent of their total salary for the two years they taught the

Senior Seminar course. The Union is working to see that the award goes to all similarly affected counselors throughout the district from 2010 to 2013 school years. **If you know of a high school counselor that taught the senior seminar class as the teacher of record, please have them contact me at JosephMcDermott@ctulocal1.com.**

This arbitration win represents a great achievement for all counselors. Counselors often do an abundance of tasks that have very little consistency with the ASCA model. This is a step toward reducing the voluminous workload for counselors, and hopefully will help them gain respect for the valuable work they perform every day for our students’ social and emotional well-being, as well as their academic progress. ■

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

SPEECH LANGUAGE PATHOLOGISTS WIN THROUGH ISBE

By Huma Ahmad and Jen O'Connell

Speech language pathologists are a unique group of clinicians; they are the only clinicians with a state law that ensures a maximum caseload of 60 students. After many years of administrative neglect, speech language pathologists were intimidated into carrying illegal caseloads of up to 80, all in the name of being “team players.” But all that has finally changed! We won! The battle was long and hard, but our voices were finally heard!

We first tried to address our illegal and unjust caseload concerns internally. We have all contacted our managers, begged for help and contacted the Chicago Public Schools Office of Diverse Learner Supports and Services director through numerous e-mails and phone calls, yet it always seemed to fall on deaf ears. We attempted to get our concerns heard through the grievance process; however, that also failed as CPS continued to ignore our cries. On October 24, 2013, the Illinois State Board of Education found CPS at fault and in violation of 23 Illinois Administrative Code, 226.735, which states that a speech language pathologist's caseload shall not exceed 60 at

any time. The key corrective actions ordered by ISBE for CPS to comply with by December 5, 2013, are as follows:

- 1) Convene IEP meetings to consider the provision of compensatory education services for students who did not receive all of their minutes
- 2) Ensure that the caseloads of speech/language pathologists do not exceed 60 students by providing a list of all speech language pathologists in the district and total number of student on the current caseload of EACH speech pathologist.
- 3) Ensure that students receive speech/language services as required by their IEPs
- 4) Develop and provide details for a plan specifying limits on the work load of special educators in accordance with 226.735

The amazing finding noted within the ISBE document is that not only are the speech language pathologists finally going to have

their jobs within a legal caseload, but we will be changing to workload limits, which takes into account all of our job responsibilities (paperwork, trainings, evaluations, therapy, meetings, etc.). Not only speech language pathologists, but all clinicians, including nurses, OTs, PTs, social workers and psychologists will be moving towards a more encompassing workload limit. Hopefully this will set the precedent of all clinicians being able to have manageable workloads so we can focus on the student as a whole. We can and should focus on the quality of services in our specialties, not just quantity as CPS would like. ■

Huma Ahmad M.A. CCC-SLP is a bilingual, speech-language pathologist who has worked for CPS since 2006. She has been a CTU clinician delegate for approximately one year.

Jen O'Connell M.S. CCC-SLP/L is a practicing, licensed school- and hospital-based speech language pathologist who has worked for CPS for 10 years in the north cluster of the city. She is a new CTU citywide speech language pathologist delegate as of January 2013.

TEACHER TENURE RESTORED AFTER UNFAIR NON-RENEWAL

By Jennifer Poltrock

Ms. Laura Gallo was a tenured teacher at Edison Park Elementary School when she was incorrectly non-renewed as a PAT in May of 2011. At the time of her non-renewal, Ms. Gallo had worked as a teacher for the Chicago Public Schools since 1999. She was appointed to her position in 1999.

During her years with the Board, Ms. Gallo had taken two separate approved maternity leaves and for the 2008-2009 school year, she taught in a half-time position at Edison Park. For the two subsequent school years, Ms. Gallo taught in a full time position at Edison Park. Although Ms. Gallo had never suffered a break in service, she was non-renewed as a PAT 2 in May of 2011.

After the initial grievance was filed and the Board heard the matter, the Board agreed with the Union and sustained the grievance. They found that Ms. Gallo was a tenured teacher and that she was incorrectly non-renewed from her position at Edison Park. They ruled that she should be immediately reinstated with all back pay and benefits paid to her.

Approximately 3 weeks later, the Board abruptly changed course and “rescheduled” her grievance hearing. Over the strong objection of the Union, the grievance was again heard by the Board and this time the Board denied the grievance finding that Ms. Gallo was not a tenured teacher at the time she was non-renewed. The Union objected and the matter was forwarded to arbitration.

At arbitration the Board alleged that Ms. Gallo had lost her tenure when she accepted the half-time teaching assignment at Edison Park and when did not return to a full-time position within one year, even though Ms. Gallo began the next school year in a full time assignment at the school. Arbitrator Peter Meyers rejected that argument and sustained the grievance. He found that Ms. Gallo had achieved tenure and that at no point did she lose or forfeit her tenure rights. He ordered that Ms. Gallo be reinstated to her full-time position at Edison Park with full back pay and all benefits. Ms. Gallo returned to the school in August of 2013. ■

Jennifer Poltrock is an attorney with Poltrock & Poltrock.

LOS ANGELES—A STEP FORWARD FOR AFT

By Debby Pope

Several Chicago Teachers Union members recently attended the American Federation of Teachers' Biennial Civil, Human and Women's Rights Conference in Los Angeles. This has traditionally been a gathering of AFT staff and local leaders from around the country where attendees learn about the important work of a variety of civil rights, women's rights and gay rights organizations.

The difference between this year's conference and previous ones was obvious several months before the opening session. The conference title—"Reclaiming the Promise: Community and Labor Organizing Together for Educational and Social Justice"—was an indicator of the change. Key cities around the country, including Chicago, were asked to meet, hold discussions and develop a joint Statement of Principles in conjunction with community partners. This process signaled that these groups were going to be an integral

part of what came out of this conference. Instead of attending and sitting on panels and speaking in workshops, our community partners were part of the planning and document drafting, and will be co-leaders of the common actions planned at the conference.

The document, titled "Reclaiming the Promise of Public Schools" (and other materials from the conference), is available on the web at: go.aft.org/edjustice13. This jointly crafted statement was the cornerstone of the conference. It strongly states our common commitment to excellent public schools and discusses the role of assessment, teacher quality and funding from the point of view of who will serve the children we serve—the "99 percent." This statement is a guide to joint action and will form the basis of a series of coordinated national activities in conjunction with International Human Rights Day in early December.



We in Chicago can feel proud that we have been an exemplar of this approach in our work since 2010. We have pioneered developing strategies that recognize the crucial importance of alliances between teachers, parents, community members and students. The support we received during our strike

Continued. See "Los Angeles" page 14

EDUCATION COMMITTEES: THE EYES AND EARS OF OUR UNION

By Michelle Gunderson

Do you believe your students are being over-tested? Are you concerned about the quality and implementation of curricula citywide? Do you wonder if other educators are facing the same uphill fight?

The education committees for our union bring these issues to light, plan action and inform our union leadership about the concerns of those of us who do this work—the educators in our schools.

"One thing I know for certain, is that our leadership listens to our committees' concerns," says John Perryman, chairman of the Fine Arts Committee. "This is not hollow work."

Committee work is the backbone of actions such as our fight against special education class size regulation, the overuse and misuse

of testing, and day-to-day issues such as requiring substitute teachers for teaching assistants and the use of uncertified personnel in arts positions.

The committees gather information from members and ask questions to seek clarification on problems specific to each field. For example, the Early Childhood Committee is currently working on recommendations for the new preschool enrollment process, Ready to Learn. This information will be passed on directly to Chicago Public Schools.

"I don't think the union could know the extent of the problems in our schools without our committee work," says Perryman, who considers committees the "eyes and ears of our union."

Our education committees meet once a month to discuss concerns from our schools,

deliberate action and help form union policy. Many of the resolutions that come to the House of Delegates originate through this process. The strength of the Chicago Teachers Union is based on the willingness of rank and file members to step forward and take on leadership roles through committees.

There are five separate education committees that do this work: Early Childhood, Elementary, Special Education, High School and Fine Arts. Please consider serving our union in this capacity. **Contact Michelle Gunderson, the umbrella chair for the education committees, for more information at mcgunderson2002@yahoo.com.** ■

Michelle Gunderson is a teacher at the Nettelhorst School and chairwoman of CTU education committees.

INFINITE SCHOLARS EXPO

CTU-SPONSORED EVENT YIELDS MORE THAN \$4 MILLION FOR STUDENTS' COLLEGE TUITION

By Walter Taylor, NBCT

On Sept. 26, 2013, the Chicago Teachers Union co-sponsored a college scholarship expo at TEAM Englewood Community Academy, in the heart of the South Side in the Englewood neighborhood. This event was organized by the CTU with the help of Infinite Scholars, the African-American Music Association, and A Safe Haven. Hundreds of public school students attended this event and received a wealth of information about colleges and universities, learned how to apply for financial aid, filled out college applications and even received scholarships right there on the spot.

Many students received full scholarships from the colleges and universities in attendance, which included: Southern Illinois University at Carbondale, Saint Louis University, Tuskegee University, Kentucky State University, Oklahoma State University, the University of Northern Iowa, Florida A&M University, Dillard University and a host of others. Many of these schools granted students hundreds of thousands of dollars. In fact, a total of more than four million dollars was awarded to students who attended the Expo.

Students were asked to bring to the expo their high school transcripts, ACT/SAT scores, resume, two letters of recommendation and an essay titled, "Why a Higher Education is Important." Because of the huge success of this event, the CTU has already begun planning the next College Scholarship Expo. It is our hope that the next expo will generate even greater attendance and provide even more students with scholarship money for their college education.

For more information about the upcoming College Scholarship Expo email WalterTaylor@ctulocal1.com. ■

Walter Taylor is the CTU Quest Center Professional Development Facilitator.



ABOVE: The gymnasium at TEAM Englewood H.S. is filled with recruiters from colleges at the Sept. 26, 2013 College Expo sponsored by CTU and partner organizations. RIGHT: A recruiter from Kentucky State University greets students. PHOTOS: Walter Taylor

Here is a sample of scholarships received at the Expo:

S. Acuna:	Kentucky State Presidential Scholarship (Tuition, Room and Board, Fees and books)
C. Allen:	Kentucky State Academic Grant \$1,200
V. Alvarado:	Benedict Trustee Club Scholarship \$68,000
J. Banks:	Kentucky State Thoroughbred Scholarship (In-State Tuition) Benedict Academic Excellence Scholarship \$8,000
L. Cooper:	Benedict Academic Excellence Scholarship \$8,000
L. Delgado:	Kentucky State Excellence Scholarship (Full Tuition, books and \$1,500 stipend)
L. Driver:	Kentucky State Thoroughbred Scholarship
A. Gibson:	Philander Smith Mason Scholarship (Full-Tuition)
C. Guzman:	Benedict Presidential Scholarship \$30,000
L. Guzman:	Benedict Trustee Club Scholarship: \$68,000
N. Hernandez:	Kentucky State Presidential Scholarship
F. Holguin:	Kentucky State Academic Grant \$1,200
M. Lopez:	U. of Northern Iowa Out of State Scholar Award \$14,000 Benedict Trustee Club Scholarship \$68,000
V. Jastiuginova:	Benedict Trustee Club Scholarship \$68,000 Kentucky State University Excellence Scholarship
L. Jimenez:	Benedict Presidential Scholarship \$30,000 Kentucky State Thoroughbred Scholarship
V. Martin:	Kentucky State Academic Grant \$1,200
L. Santana:	Benedict Trustee Club Scholarship \$68,000
D. Sims:	Rust College Dean Scholarship \$10,000 Benedict Trustee Scholarship \$52,000

TEACHER EVALUATION: SHARE. ADVOCATE. MENTOR.

By Jennifer Johnson

Even if the Professional Personnel Leadership Committee is not up and running at your school, you and your colleagues can create informal Teacher Evaluation study groups. In these study groups, you can examine specific components of the Framework for Teaching and share successful strategies that you already use with your students. You could also identify component scores that you want to raise and collectively seek professional development opportunities that will help everyone improve. If you have common planning time, consider using some of it to engage with your colleagues about teaching strategies and the Framework for Teaching. The first step is learning what's in the Framework for Teaching and being open to sharing your scores and strategies. We need to be especially supportive of our new colleagues and our veteran colleagues whose program or job title recently changed.

CTU TEACHER EVALUATION LIAISONS & SCHOOL BASED REACH TEAMS

At the Chicago Teachers Union, we want to build a cadre of **Teacher Evaluation Liaisons** who will act as the school or citywide point people on evaluation. The CTU will provide trainings this year to help liaisons build an information and contract enforcement loop between CTU staff and rank and file educators working in schools. **If you are interested in being a CTU Teacher Evaluation Liaison for your school or for your fellow clinicians, please notify your CTU delegate and ask your delegate to contact CTU Quest Center Facilitator Jennifer Johnson (JenniferJohnson@ctulocal1.com).**

Chicago Public Schools principals took a small number of teachers to "school-based REACH teams" trainings in mid-October where all present received materials and information related to teacher evaluation. CPS

is encouraging these teams to help facilitate trainings for staffs and be point people related to teacher evaluation in schools. The CTU encourages delegates (or other educators willing to work with delegates) to be the designated teachers who are a part of these teams. We hope that members of the school-based REACH teams will assist their staffs and the CTU in being the eyes and ears in the schools on teacher evaluation issues. The CTU will be reaching out to members who join school-based REACH teams in order to provide them with additional support.


We are happy to have the same teachers who attend the CPS school-based REACH team"trainings also be our CTU Teacher Evaluation Liaisons, but it is perfectly acceptable if teachers want to split up these two tasks. We hope that participants in these two efforts communicate with each other and with their school delegate so that we can work together to support educators through the evaluation process. ■

Jennifer Johnson is the CTU Quest Center's Special Projects Facilitator for Teacher Evaluation.

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LOS ANGELES *continued from page 12*

and in fighting the school closings are fruits of our work with communities, parents and students. These partnerships are continuously growing and evolving as we face new challenges and find new allies in our struggles to defend public education.

In Chicago, our work with GEM (the Grassroots Education Movement) and its nearly 30 member organizations, the Raise Your Hand Coalition and KOCO (Kenwood Oakland Community Organization) are important examples of this. Without these allies, our voice would be much weaker and it would be easy for Mayor Rahm Emanuel and Chicago Public Schools to play the "divide and conquer" game.

Together, we can wage a strong fight on behalf of issues that matter to all of us: adequate school funding, smaller classes, an end to rampant charter school proliferation and quality education for all Chicago children. Together, we can achieve goals like an elected school board. We can be a powerful force for adequate funding for Illinois schools by demanding that the large corporations, many of whom currently evade all taxes, pay their fair share for public schools. ■

Debby Pope works in the CTU Grievance Department.

*Qualifications must be met to receive stated benefits, interest rates and rebates. Visit www.ubsi.com for details. Copyright © 2013 - 2014 United Buying and Finance Service. All Rights Reserved.

Help Fellow Teachers Get Their Best Evaluations

Become a CTU
**Teacher
Evaluation
Liaison**



share. advocate. mentor.

With these watchwords, CTU members can use solidarity to make the best of the new REACH evaluation system. CTU is seeking committed teacher leaders to support sisters and brothers through the evaluation process and to keep CTU staff members apprised of problems, tips, and successes in implementing the new system.



To volunteer, e-mail Jennifer L. Johnson,
CTU Quest Center Teacher Evaluation Facilitator,
at JenniferJohnson@ctulocal1.com.



Back by Popular Demand . . .

APPy Hour

For the Kindergarten through 8th Grade Teacher

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.

Participants discover classroom tested “apps” to start using the next day with their students and their mobile devices. This 3 hour session introduces beginning users to the most influential “apps” that are accessible on handheld technology. The focus is 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: 1, Component a (Demonstrating Knowledge of Content and Pedagogy), Component d (Designing Coherent Instruction); Domain 3, Component c (Engaging Students in Learning), Component d (Using Assessment in Instruction), Component c (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!, Videolicious, and QR maker. This will be an interactive session.

Participants will receive 3 CPDUs/PTPs

DATE: December 9th, 2013
TIME: 5-8 p.m.
LOCATION: Chicago Teachers Union
222 Merchandise Mart Plaza,
Suite 400
Chicago, IL 60654

TRANSPORTATION:
Brown line comes into the Merchandise Mart.
\$16 parking after 3 p.m. at MartPac on the
northeast corner of Kinzie and Wells.

No parking validation available.

REGISTRATION:

Online registration fee - \$15
ctunet.com/pd

walk-in registration fee - \$20

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



Presents

Winter 2014 Professional Learning

Register online at ctunet.com/pd

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.

Common Core in the Primary Classroom - (3 CPS Lane Placement Credits/45 CPDUs)

This course focuses on issues in implementation of the English language arts Common Core State Standards affecting all K-2nd grade teachers. Participants study the shifts in focus, close reading, and instructional design. Keshanna Milsap and Kelly McCann, NBCTs, instructors. This offering is aligned to the CPS Framework for Teaching - Domain 1, Components a, c, and d will be addressed.

Dates: Jan. 22, 29, Feb. 5, 19, 26, March 5, 12, 19, 26, April 2, 9, 23, 30, May 7, 14, 2014

Time: 4:45 - 7:45 p.m.

Location: Carroll Elementary School, 2929 W. 83rd St. Chicago, IL 60652

Parking: school parking lot or street parking available

Registration: online at ctunet.com/pd; **Deadline - January 15, 2014**

Teaching English Learners (ELs) in Mainstream Academic Classes- (2 CPS Lane Placement Credits/30 CPDUs/PTPs)

Mainstream teachers who have English Learners (ELs) in their classrooms are often not aware of how to meet their EL students' needs. This offering supports teachers by focusing on adapting high-level teaching strategies to ensure ELs at varied levels of English ability have access to content as well as learning language in the English-only classroom. Gloria Henllan-Jones, NBCT, Instructor. This offering is aligned to the CPS Framework for Teaching - Domain 1, Components b, d, and e; Domain 3, Component a; Domain 4, Component d.

Dates: Jan. 22, 29, Feb. 5, 19, 26, March 5, 12, 19, 26, April 2, 2014

Time: 5 - 8 p.m.

Location: Chicago Teachers Union, 222 Merchandise Mart Plaza, Suite 400, Chicago, IL 60654

Transportation Options: Brown line comes into the Merchandise Mart. \$16 parking after 3 p.m. at MartParc on the northeast corner of Kinzie and Wells.

Registration: online at ctunet.com/pd; **Deadline - January 15, 2014**

Common Core ELA State Standards - Enhancing the Listening and Speaking Skills of Elementary Students (2 CPS Lane Placement Credits/30 CPDUs/PTPs)

This course addresses issues in the implementation of the ELA Speaking and Listening standards of the Common Core State Standards (CCSS) required of all elementary teachers. Participants study shifts in focus, instructional design, and assessment in light of the CCSS. Michelle Nash, NBCT, instructor. This offering is aligned to the CPS Framework for Teaching - Domain 1, Components a and d; Domain 3, Component c; Domain 4, Component d.

Dates: Jan. 27, Feb. 3, 10, 17, 24, March 3, 10, 17, 24, 31, 2014

Time: 5 - 8 p. m

Location: Burley Elementary School, 1630 W. Barry Ave., Chicago, IL 60657

Parking: available in school parking lot.

Registration: online at ctunet.com/pd; **Deadline - January 21, 2014**

Course Tuitions

Members:

30 CPDUs/PTPs only - \$100

2 Lane Placement Credits - \$130

45 CPDUs/PTPs only - \$150

3 Lane Placement Credits - \$195

Non-members:

30 CPDUs/PTPs only - \$135

2 Lane Placement Credits - \$160

45 CPDUs/PTPs only - \$200

3 Lane Placement Credits - \$225

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.

New Teacher Institute

For teachers with 5 or fewer years of teaching



REGISTRATION
DEADLINE
JANUARY 12, 2014

Register online:
ctunet.com/pd

All Quest Center courses are suitable to meet the ISBE 20% requirement for regular education teachers of students with specialized needs.

Organizing the Elementary Classroom for Teaching and Learning

This offering encompasses the fundamental professional responsibilities required of all elementary teachers: classroom management, community building, establishing routines, participating in the professional community, managing and monitoring student learning, communicating with families, and motivating students. Participants study theories and methods related to these aspects of teaching and will bridge theory and practice by exploring their practical applications in the classroom. This offering is tailored to the needs of teachers in their first five years and currently teaching. Walter Taylor, NBCT, instructor. **This offering is aligned to the CPS Framework for Teaching - Domain 2, Components a, b, c and d; Domain 3, Component c; Domain 4, Components c, d, and e. A book is required for this course*.**

Organizing the High School Classroom for Teaching and Learning

This offering encompasses the fundamental professional responsibilities required of all high school teachers: classroom management, planning and preparation, delivering instruction, communicating with parents, colleagues and students. Participants also explore methods and resources for developing and maintaining their own professional growth and development. This offering is tailored to the needs of teachers in their first five years and who are currently teaching. Michael Moriarty, NBCT, instructor. **This offering is aligned to the CPS Framework for Teaching - Domain 2, Components a, b, c and d; Domain 3, Component c; Domain 4, Components c, d, and e. - A book is required for this course*.**

Tuition

\$150 - 45 CPDUs/PTPs only
\$195 - 3 Lane Placement Credits and 45 CPDUs

\$200 (non-member) - 45 CPDUs/PTPs only

\$225 (non-member) - 3 Lane Placement Credits and 45 CPDUs

***Book fee not included**

Both courses held at:
Chicago Teachers Union
222 Merchandise
Mart Plaza, Suite 400
Chicago, IL 60654

Dates and times for both courses are: January 21, 28, February 4, 11, 17, 18, 25, March 4, 11, 17, 18, 25, April 1, 2, 8, 2014. Time: 5-8 p.m.



NURTURING TEACHER LEADERSHIP

The National Board Certification Support Program
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Learn how you can earn an extra \$1870 a year

Accepting applications for 2014/15 school year.

ATTEND OUR INFORMATIONAL MEETING

Monday, December 16th, 2013

4:30 p.m. – 8:00 p.m.

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Find out about pursuing National Board Certification, Illinois Master Teacher Certification, and the role of the Quest Center in supporting Chicago Public School teachers through the process.

Requirements:

- 3 years teaching at current certificate level
- 3 years commitment to teaching in CPS
- Successful completion of professional profile



Register Online:

at ctunet.com under the "Quest Center" tab

Transportation:

Brown Line comes into the 2nd floor of the Merchandise Mart

Parking: Parking at the MartParc garage, corner of Kinzie and Wells, is \$16.00 after 3:00 p.m.



For more information on *Nurturing Teacher Leadership*, or to register for the informational meeting, visit us online at www.ctunet.com/pd or contact Lynn Cherkasky-Davis at (312) 329-6274 or LynnCherkasky-Davis@ctulocal1.com.

What is Nurturing Teacher Leadership?

Nurturing Teacher Leadership is a 3 year program of professional development and candidate support that prepares CPS teachers for National Board for Professional Teaching Standards (NBPTS) certification. It includes:

- ✓ Weekly professional development and small group facilitation
- ✓ Collaboration with a cohort of other CPS teachers going through the certification process – professional learning community
- ✓ Technical support
- ✓ Assessment Center preparation simulations
- ✓ Individual mentoring
- ✓ Professional lending library
- ✓ Computer lab access

NTL: The sole support program for CPS teachers

The Chicago Teachers Union Quest Center's **Nurturing Teacher Leadership (NTL)** program offers a small supportive group setting in which National Board Certification (NBC) candidates work collaboratively and are mentored by National Board Certified Teachers. We read, study and discuss literature and research on current issues and concepts in education, applying our new or refined insights to our teaching practice. We provide multiple resources, support, and incentives. Our focus is on developing, improving, and validating teaching, thereby increasing student achievement.

During weekly meetings, successful teaching practices are recognized and shared. NTL facilitates all aspects of the intensive new 3 year NBC process. We assist teachers with descriptive, analytical, interpretative, and reflective writing required for the National Board portfolio. We provide technical assistance for required documentation of your work, facilitation with analyzing student work, individual coaching and mentoring, and preparation for the rigorous Assessment Center exercises. NTL supports teachers throughout the entire certification process, providing technical, professional, intellectual and moral support. After achieving National Board Certification, opportunities are available for you to support others—at a professional wage. The CTU Quest Center is *teachers working for teachers* to improve the achievement of Chicago's children.

What is National Board Certification?

NBPTS Certification offers teachers the opportunity for career advancement. It:

- ✓ provides an advanced credential consistent with what accomplished teachers should know and be able to do,
- ✓ certifies that you have the status of one who has met professional teaching standards,
- ✓ certifies that you have prepared a professional portfolio demonstrating your teaching abilities,
- ✓ certifies that you have fulfilled the rigorous Assessment Center exercises, and
- ✓ entitles you to receive the Illinois Master Certificate.

For more information on **Nurturing Teacher Leadership**, or to register for the informational meeting, visit us online at www.ctunet.com/pd or contact Lynn Cherkasky-Davis at (312) 329-6274 or LynnCherkasky-Davis@ctulocal1.com.

What are the Benefits of NTL?

- ✓ 98% success rate
- ✓ annual pensionable cash award - \$1,870
- ✓ National Board Certified Teacher mentors
- ✓ Illinois Master Certification good for 10 years
- ✓ 33 graduate credits offered
- ✓ opportunity for a Masters Degree in Teacher Leadership or Curriculum and instruction
- ✓ 12 CPS Lane Placement credits awarded
- ✓ professional learning community
- ✓ 10 day summer institute - Monday, August 4th – Friday, August 15th
- ✓ public recognition
- ✓ 1st consideration for Consulting Teacher roles
- ✓ coaching incentives
- ✓ teacher leadership roles
- ✓ becoming a better teacher





55

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In Memoriam



September 2013

October 2013

Bernice W. Wilbon	2nd	Earle
Harold E. Whitfield	11th	Horace Mann
Carmen E. Remon	12th	Palmer
Madeline P. Rossetti	12th	Reinberg
David Pontich	14th	Yates
John H. Holloway	15th	Westcott
Marylou Crean	16th	Clemente HS
John E. Mccoy	17th	Douglass Academy
Helen L. Odem	19th	Randolph Elem.
Julianne Marie Wargacki	20th	Bouchet Academy
Willie L. Respas	21st	Mason
Margaret O. Parker	22nd	Barton
James J. Lewandowski	24th	Jamieson
Rita F. Wagg	24th	Swift
Bettye R. Hinton	25th	Banneker
Eleanor M. Fleming	27th	Eberhart
Philip Ford	28th	Clemente HS
Henry Alexander	29th	Park Manor
Andrew Halicki	29th	Columbus
Marjorie Kostelny	30th	Prussing
Dorothy C. Marchi	30th	McPherson

Tsuyoko N. Kuramitsu	1st	Oriole Park
Evelyn Leikin	2nd	Dett
Joan Lucas	2nd	Brentano
Glenn Volstorff	2nd	Lane Tech. HS
Rose Powell	3rd	Boone
Patricia Bartley	4th	Crane HS
William F. Maloney	4th	Piccolo
Lawrence Mcelherne	5th	Las Casas Occ. HS
Demetra Schroeder	5th	Sherman
Bobbie Jean Walker	5th	Byford
Ella L. Warfield	5th	Sherman
Margaret J. Ciavarella	6th	Jamieson
Sylvia F. Placek	6th	Howe
Mae L. Sims	6th	Boone
Ernest E. Spahn	8th	Raster
Irja Fortuna	9th	Chicago Voc. HS
Lois J. Butts	10th	Fuller Elem.
Ellen J. Reidy	12th	Carnenas
Ruby J. Davis	13th	Curie Metro. HS
Mary G. Devine	14th	Davis
Loretta C. Nacker	15th	Peck
Peggy M. Bonaparte	16th	Austin Comm. HS
Lorraine Sullivan	16th	Dept. Of Curriculum
James E. Malles	18th	Medill Inter.
Morris Koob	20th	Trumbull
Joan M. Pilot	20th	Sexton
Maryann Florence Usselman	20th	Paderewski
Ronald L. Anderson	22nd	Douglas
David B. Dick	22nd	Sullivan HS
Ray R. Ferguson	25th	Bogan Tech. HS
Wardell Boyd	28th	Washburne Trade School

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 Leadership@ctuLocal1.com or 312.329.9100 so a correction may be made in a subsequent edition.

**AL1 AUSTIN-NORTH
LAWDALE ELEMENTARY**

Anderson, Grace A.
Beltran, Katrina B.
Kim, Young-Ghee
Lopatka, Marcia J.
Smith, Lisa L.
Smith, Tanya Y.

**AL2 AUSTIN-NORTH
LAWDALE ELEMENTARY**

Egwuokwe Maxey,
Kelechi S.
Fullerton, Katrina
Hildrith, Iris E.
Killingsworth, Yvette
E.
McKee, Valerie L.
Wagemaker, Anne E.
Young, Joanne

**BP1 BURNHAM PARK
ELEMENTARY**

Anderson, Thaddeus J.
Blakey, Nina
Butler-Mitchell,
Paulette B.
Crawley, Dorothy Q.
Laidler, Autumn M.
Shaw, Janice D.

**BP2 BURNHAM PARK
ELEMENTARY**

Laws, Antoinette D.
Nze, Christian E.
Olson, Genni L.
Paranjape, Janak S.
Weems, Pricilla W.

**EG1 ENGLEWOOD-GRESHAM
ELEMENTARY**

Robinson, Lorna R.
Ruff, Nadra C.

**EG2 ENGLEWOOD-GRESHAM
ELEMENTARY**

Pierson, Brandi L.
Pippion, Gail E.

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Chavez, Lisa B.
DeLaPena, Alejandra
Dixon, Karen E.
Haritos, Penelope
Jackson, Richard R.
James, Ramses D.
Muhlberger, Mireya
Nevarez, Antonia
Padilla, Maria
Santacruz, Erica P.
Vacco, Angela L.

FR2 FULLERTON ELEMENTARY

Carlson, Anne E.
Coughlan, Elizabeth M.
Dzija, Jason J.
Fister, Mary N.
Guzzo, Diane L.
Harkness, Ned A.
Jacobson, Johanna T.
Kearns, Donald E.
Lena, Diane C.
Llanes, Cynthia
Relerford, Barbara A.
Weingarten, Wendy J.

FL1 FULTON ELEMENTARY

Maurello, Rosemary S.

FL2 FULTON ELEMENTARY

Beaulieu, Allison K.
Reese-Clark, Vanessa B.

**FSS FAR SOUTH SIDE HIGH
SCHOOL**

Arredondo, David
Boughton, Patricia A.
Doyle, Michael T.
Holt, Sylvie
Randolph, Ian C.
Winston, Gerald O.

**GH1 GARFIELD-HUMBOLDT
ELEMENTARY**

Debby, Heather A.
Farder, Dejernet M.
Greco-Serwa, Sandra M.
Johnson, Vernesser
Metzger, Suzanne M.
Paz-Bustos, Maria T.
Wendorf, Lori S.

**GH2 GARFIELD-HUMBOLDT
ELEMENTARY**

Biancalana, Jodi L.
Bugala, Julie R.
Gilson, Kathleen A.
Hill, Ladwonda C.
Oneal, Chelita L.
Sidaway, Stephanie M.
Trentham, April L.
Watson, Joyce

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ELEMENTARY**

Archer, Priscilla D.
Coleman, Angela K.
Garner, Darnell J.
Jackson, Ashley M.
Mallory, Latasha I.
Saunders-Wolffe,
Tanya L.

**LC2 LAKE CALUMET
ELEMENTARY**

Craig, Sharon D.
Curtin, Carolyn E.

ME1 MIDWAY ELEMENTARY

Hester, Kamau L.
Molaro Diaz,
Miranda M.
Preciado, Diana

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Contreras-Espinoza,
Jose A.
Dantes, Mauricio E.
Harris, Gale A.
Jameson-Hardy,
Jacqueline
Jones Hansbrough,
Doris
Kos, Donna R.
Krzak, Jennifer L.
Shine, Latoya N.

**NW1 NORTH-NORTHWEST
SIDE H.S.**

Hurtado, Erin M.
Incandela, Rosa R.
Maeda, Ann T.
Ochoa, Victor
Olson, Audrey R.
Palomino Villamonte,
Walter
Santana, Wilfredo
Smith, Laura

**NW2 NORTH-NORTHWEST
SIDE H.S.**

Arter, Amy B.
Hungerford, Robert
Krakovsky, Kevin D.
Mead, Thomas C.
Pedersen, Christian E.
Stephani, Joanne T.

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Blaszczyk, Diane L.
Erzrumly, Layla
Galligan, Mary V.
Irwin, Melissa L.
Kasai, Meleia F.
Miller, Patricia K.
Okabuonye, Linda Y.

OH2 O'HARE ELEMENTARY

Barnhart, Kent A.
Block, Caryn T.
Buen, Lorelei G.
Carroll, Jenell M.
Davidson, Susan K.
Dawson, Alison B.
Gans, Howard L.
Jason, Lisa L.
Medina-Correa,
Naomi C.
Retamal, Ana M.
Wohl, Raymond F.

PE1 PERSHING ELEMENTARY

Broderick, Christine B.
Dunn, Joseph M.
Torres, Leticia M.
Villwock, Lauren

PE2 PERSHING ELEMENTARY

Moulton, Allison M.
Robertson, John S.
Walls, Kimberly A.

**PL1 PILSEN-LITTLE VILLAGE
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Austin, Robert A.
Dawson-Casper,
Gwendolyn
Johnson, Philomena M.
Martinez, Rutilio
Rentz, Kathleen M.
Sanchez, Juan F.

**PL2 PILSEN-LITTLE VILLAGE
ELEMENTARY**

Killis, Codi
Ma, Amy
Olazaba, Phillip J.
Sologaistoa, Leslie J.

**RR1 RAVENSWOOD-RIDGE
ELEMENTARY**

Arnold, Ruth M.
Duffy, Jonathan D.
Feeney, Charles L.
Lancaster, Elizabeth R.
Mays, Alison G.
Pulliam, Davina M.
Rodrigues, Patrick
Sawchuk, Michael J.
Thomas, Katherine G.
Veugeler, Paul M.
Warren, Lynn

**RR2 RAVENSWOOD-RIDGE
ELEMENTARY**

Bowker, Thessaly A.
Bruno, Elda
Ebstein, Jody
McGrath, Clare
Nash, Michelle J.
Perez, Ziomara D.
Skweres, Steven
Soto, Karen J.
Wiltse, Nora S.
Wray, Mollie H.

**RI1 ROCK ISLAND
ELEMENTARY**

Collins, Linda S.
Fenner, Soreida M.
Martin, Donna M.
McAllister, Tradonna
M.
O'Connor, Regina M.
Smith, Miisha O.
Sparks, Jeri L.

**RI2 ROCK ISLAND
ELEMENTARY**

Bryson, Michelle C.
Herron, Lori A.
Himes, Lewis
Jones, Lawanda D.
Mason, James J.
Parker, Andrea S.
Scott, Shereen E.
Tyson, Nadine V.
Varnado, Cynthia V.

SK1 SKYWAY ELEMENTARY

Doyle, Kathleen N.
Evans, Karen
Hatchett, Simone
Howard, Robyn L.
Marburger, Joshua R.
Rogers, Jimmie

SK2 SKYWAY ELEMENTARY

Brown, Marlene
Wilford, Terri
Wonzer, Sonja M.

SSH SOUTH SIDE H.S.

Dumbrys, Daina M.
Gomez, Nhora E.
Hall, David L.
Lucchesi, Lauren
McGee, Keva A.
Miller, Martin
Monroe, Sandra T.
Moore, Norman M.
Noriega, Melissa A.
Ramirez Garcia,
Elisabet R.
Reid, Kimberly M.
Whitfield Taylor,
Laronya

SW1 SOUTHWEST SIDE H.S.

Benedetto, Sandra Y.
Brode, Amanda A.
Davis, Donald Z.
DeSantiago, Marco A.
Dobert, Kenneth G.
Newcomb, Bernard C.
Nguyen, Quang V.

SW2 SOUTHWEST SIDE H.S.

Ginyard, Randi S.
Spee, Leah M.
Stieber, David F.

WS1 WEST SIDE H.S.

Hill, Joel A.
Johnson, John C.
Stout, Alyson H.

WS2 WEST SIDE H.S.

Bermudez, Manuel
Butler, Tonya L.
Dudley, John B.
Field, James P.
Girano, Ronald
Konieczko, Gregory J.
McCannon, Susanne R.
Rau, Jay P.
Waters, Cynthia R.

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Bonet, Damaris
Cruz, Griselda
Johnson, Kareem J.
Malyj-Lendel, Eileen H.
McCoy, Anthony
Miller, Carmella M.
Munoz, Guadalupe
Myron, Deanna L.
Parker-Taylor,
Karmen L.
Phelan, Daniel
Piggee, Marilyn
Quinones, Susie
Ramsey, Barbara
Shaw, Sharlene
Stewart, Gloria J.
Swanson-Lagesse,
Nancy A.
Trice, Jeanine

CITY-WIDE

Anderson, Karen M.
Bashir, Gloria J.
Bures, Robert F.
Dandales, Debra J.
Douglas Johnson,
Cheryl D.
Gruodis, Paul J.
Hayse, Carol J.
Keegan, Arthur E.
Knudstrup, Karen A.
Korach, Albert
Matthews, Sheresa L.
Morgan, Monroe
Pyster, Marianne L.
Qualls, Ernestine L.
Rodriguez, Lourdes
Scott, Willie E.
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