

Chicago

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THE STUDENT ART ISSUE

ALSO

THE YEAR IN REVIEW

LASALLE STREET TAX

SCHOOL-BASED BUDGETING

COVER The First Place winner in this year's CTU Young Artist Awards is a collage by Carolina Ruiz of Jamieson Elementary School. PHOTO: Rhonda Gholston



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I'm an **EDUCATION** voter.

THE EDUCATION VOTER PLEDGE
 As an education voter, I pledge to vote for candidates in 2014 who support:

1. Full funding and support for neighborhood-based community schools: don't close or privatize them
2. More teaching, less testing
3. Positive discipline policies and an end to zero tolerance
4. Quality affordable education from early childhood through college, including for undocumented students
5. A living wage that lifts people out of poverty

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TEACHERS UNION

parents deserve

Angélica Córdova Cantor of Pilsen Alliance and Whittier Elementary School speaks at a Grassroots Education Movement event on the 60th Anniversary of the Brown v. Board of Education decision. The event was part of a nationally coordinated day of action to Reclaim the Promise of Public Education, planned in conjunction between American Federation of Teachers locals and community groups in each locality. PHOTO: Ervin Lopez

Sisters and Brothers,

When the end of the school year comes, we have the opportunity to reflect and analyze what went well, what needs to be improved and what we need to discard. If we look at what went well, we escaped the state legislative session without a pension bill that would destroy the security of our retirees. There were no massive school closings, but we were unable to stop the vicious attack by the politically connected Academy of Urban School Leadership takeover of three schools. We were able to overturn 85 percent of unfounded unsatisfactory evaluations, and the new discipline process has halted suspensions and put an emphasis on mediation and arbitrations that force principals into fair discipline. We are winning those cases and setting the standard for future grievances. The tyranny of bully principals has to improve. Those who are able to divide the school community are dangerous because they tend to be way more interested in increasing their power than advocating for our students. Those who throw in their lot with the bully principals lose their credibility with the staff and community and that ultimately weakens staff voice. When we are afraid to speak up for our working conditions, our students' learning conditions suffer.



We were able to bring true charter accountability to the state. Charters must do what they claimed they do—admit students by lottery. They are no longer allowed to add admission requirements such as student/family essays or special compacts. If students leave charters and return to district schools, the charters are required to reimburse the district. Another law requiring charters to comply with all federal and state laws that necessitate appropriate services to students with special needs and our emergent bilingual students was passed despite opposition from legislators who feel very comfortable using the language of the de-formers—“flexibility” and “choice”—to attack the bill. They ultimately could not justify allowing charter schools to break the law. The district has a new performance policy that includes the usual test score requirements, but includes attendance, discipline (i.e., schools can't just kick out the kids they don't want) and other metrics. Charter schools refusing to sign onto those policies will ultimately lose their charters. This is a huge improvement.

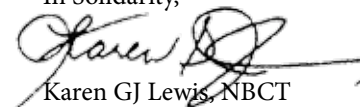
This year, citizens of Chicago are beginning to talk about the revenue crisis in this state. We know that corporate loopholes suck away revenue which could be used to adequately fund our schools, libraries, mental health clinics and pensions. The general public, however, is growing more aware of these issues and the dialogue is increasing. That is due, in no small part, to the work our staff and members have done to spread the message of our solutions to the most difficult problems. We are no longer the party of “no,” which gives us credibility that many other organizations lack.

We have accomplished much this school year, but we still have much work to do. This summer, we must work with our sisters and brothers in other unions and community organizations to register new voters, train potential candidates and develop voter education plans. Our members, their families and unregistered voters would love to hear from those of us who can explain the issues. After all, this is what we as educators do best!

For those of you interested in contract issues, we will have a variety of options for you this summer to share ideas about how to improve conditions in our schools. Our contract is up June 30, 2015, and we must begin now to start discussing the issues near and dear to you.

Sadly, this year ends on a very somber note. Dr. Betty Howard, a special education teacher at Gwendolyn Brooks College Prep, was a victim of random crossfire and died on May 29. Our prayers go out to her family, colleagues and students.

May you all have a safe and satisfying summer, and thank you again for all the work you do to improve the education of our children and provide for the schools our students deserve.

In Solidarity,

 Karen GJ Lewis, NBC T



CHICAGO METRO HISTORY FAIR, APRIL 2014 CUT

Dear David,

Wow! You are my new hero! I just finished reading your feature story in April's CTU magazine ("Empowering Young People for Life in a Technologically-Driven Future" by David Hernandez). I am so moved and motivated. You have expressed with genius what authentic teaching, learning and empowerment looks like. You gave teachers step-by-step instructions on how to create and implement 21st century classrooms and students. What I like most is that you encourage teachers to trust their training and expertise to create interesting and engaging curriculum and activities for their students, despite the restraints of education re/de-form, which constantly tells them that they don't know what they are doing and need to be told how to do it. Again, bravo! I'm inspired. I hope you don't mind that I use your article for my PLC/study group.

*Shelagh Jackson
Mollison Elementary*

RE: "FEWER TURNAROUNDS, MORE PARENTAL SUPPORT"

The letter to Governor Quinn about the unfairness of "turnarounds" (April 2014 CUT) was a good idea. Tell everyone how unfair it is. But I deeply disagree with putting the blame on "Chicago parents with negative control" rather than putting the blame where it belongs.

Blame the appointed, unfeeling, CPS Board of Education. Blame the politician who appointed them, Mayor Rahm Emanuel.

Parents did not ask for the turnaround. In fact, many parents supported their children, teachers and staff by rallying with us in defense of their schools. But the appointed CPS Board ran roughshod over the parents and pushed aside their protests.

One part of the letter describes gangs starting in third or fourth grade classes. That could be true. But I don't believe the claim that "enough Chicago parents support this to the ruination of neighborhoods." The proof offered? Three innocent people were shot and no one helped the police. Three people shot is terrible, but not

proof of anything except that the community needs a big infusion of jobs and services, not the destabilizing massacre of a "turnaround."

Personally, I support everything positive, including "positive parental control" which the letter writer says includes parents taking an interest in their children's education and supporting homework. That is a lot easier to do when you have a living-wage job, a secure place to live and a school that's not about to be snatched away from you on a moment's notice.

In high-unemployment, poverty-stricken areas, the government needs to supply more—not fewer—resources. Our parent union, AFT, reports good results from "lighted schoolhouses," where schools serve as community centers for before and after school services. These include health and educational enhancement services, as well as athletics and other opportunities.

I would advise the letter writer not to wait for the legislators to "formulate a severe program that would force positive control: good conduct and fulfillment of assignments." Instead, join CTU's fight against the unequal, racist treatment of poor communities of color. That's a fight we will win when we unite enough parent, community and labor support.

*Beatrice Lumpkin
CPS retiree*

RAUNER? RIDICULOUS

I'm sure that now everyone in the Chicagoland area is familiar with the [former CPS administrator] Lula Ford TV ad endorsing Bruce Rauner. Rauner has used her and other African-Americans to convince African-Americans to vote for him for governor. I really hope that his attempts shed light on a huge problem: Billionaires' charitable givings don't automatically equate to capable and effective state governing. I'm shocked that Lula

Ford, whose pension from Chicago has to be in the six figures, and who is probably getting a pension from the state of Illinois, is endorsing this anti-public education candidate.

For Rauner to suggest that all new teachers only be able to invest in a 401k is absolutely ridiculous. I retired from Chicago Public Schools in 1999. When I watched the grand march through the streets of Chicago [during the 2012 strike] I was so proud of Karen Lewis and all the teachers, other unions, staff and parents who participated. I hope and pray all of Chicagoland get out and vote for Pat Quinn. Rauner's claim of saving the taxpayers money on their property tax is a smoke screen. I would venture to say that federal, state, county and city workers collectively comprise the largest number of homeowners in the state. I know that Rauner isn't interested in saving government workers a dime. After researching his background, I see that his billionaire status came from hedge fund management. ALL NEW TEACHERS INVESTING IN THE STOCK MARKET...WOW, WHERE DOES THAT THINKING COME FROM!!!

*Cynthia Thompson
CPS Retiree*

ELECTION 2015: THE TIME IS NOW

The hand-picked school board is going to continue to do as Emanuel says. All of the unions (fire, police, SEIU and the teachers) need to NOW start mobilizing to put in place someone of integrity and for the people to run against Emanuel. IF YOU WAIT UNTIL THE LAST MINUTE, HE WILL BE IN OFFICE AGAIN! He is doing those things that are attracting the 20-, 30- and 40-year-olds to vote for him, and he is putting his face out there to be seen.

YES, THE ASSAULT ON EDUCATORS IN CHICAGO NEEDS TO STOP, but that is not going to happen until "he's" out of office. Also need to work on an ELECTED school board.

The election is next year. PLEASE DON'T WAIT UNTIL IT'S TOO LATE TO START HIGHLIGHTING A QUALIFIED MAYORAL CANDIDATE TO RUN AGAINST HIM.

Tim

CTU REVENUE NEWS

Thank you for bringing up alternative funding sources!!! That needs to be part of the discussion. We need to change the narrative!! Your discussion was a great start! Thanks! Do not let down. We need to get that narrative being discussed by everyone.

Do not let Rahm dismiss them as unconstitutional with a swipe of his hand! He does not want the narrative to change—only property tax options. Many different groups of people have talked about alternative funding and we all need to get together and keep the word in the news.

*Dr. Ron Cox
CPS Retiree*

THE AMAZING CTU

Dear Karen Lewis and all the activist teachers in CTU,

I applaud you! As a teacher, I know it can be amazingly difficult just walking into school each day. There are so many challenges we face, only other public educators can truly understand our struggles. You are facing adversity and standing up for the rights of students and teachers. Please know that your efforts are inspiring.

*Jennifer Dempsey
Rita Ledesma Elementary School
San Jose, California*

NO COMMON CORE

Thank you for stating so beautifully the purpose of education and for your commitment to children. I am a pediatrician and I have a 6-year-old little girl. What Common Core asks of the young ones is definitely not appropriate for age. As part of both our fields we have to protect the children. You are doing so right now, from political and business interests, and you are helping them to get their chance at a bright future. Thank you for doing what is right, but must be very difficult.

*With kindest regards,
Maya Srivastava*

Do whatever you can to let the government and Springfield know that parents do not want common core.

Penny Whitman

KUDOS TO KAREN

As a public school teacher of 18 years, I am inspired by the many ways Karen organizes and leads rank-and-file CTU members. It is beyond disheartening to see what has happened and continues to happen to our beloved profession in the hands of ignorant politicians. I believe this unprecedented, all-out assault on public education has been planned and is being executed as planned. This seems to many colleagues to be too “Chicken Little” to be real.

What the dismantlers of our public education system didn't count on, nor plan for, was to have teacher leaders such as Karen Lewis. Her strength, dedication, passion and commitment shine through in her actions. I appreciate all you do for the children, teachers, and communities of Chicago! Thank you from Ohio!

Solidarity,

Brittany Alexander

This is a shout out to Karen Lewis for all her amazing work in support of the children and teachers she serves! Thank you for all you do Karen... you are a leader in social justice!

*Jennifer Scriba
Porter, Indiana*

Dear Karen,

Your inspiring advocacy for public education has made me an activist! You are a testament to what it is to be an educator and a unionist! No words can tear down a house built so strong! Sending my heart felt thanks for all you do.

*Jamy Brice-Hyde, M.Ed.
PAC Coordinator, Horseheads
Teachers Association
Horseheads, New York*

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Please note that articles may be edited and appear at the discretion of the editor.

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

A DREAM DEFERRED

By Jackson Potter

This year we are swirling in events and commemorations planned for the 50th anniversary of Freedom Summer, the Civil Rights Act of 1964 and the 60th Anniversary of the Brown vs. Board of Education decision, with plenty of roundtable discussions, first-person accounts and efforts to assess our country's progress in the arena of racial equality. Recently, I had the opportunity to attend such an event and watch the "Eyes on the Prize" film about the 1974 federal court order to desegregate the schools in Boston through the use of busing. The parallels to the fights we are still waging in defense of public education in Chicago are uncanny.

In Boston, privileged white students received more resources, accolades and attention from Boston's political establishment, while black students were placed in dilapidated schools, given inferior educational materials and faced generations of institutional neglect. Similarly, in present-day Chicago, Mayor Rahm Emanuel has gone on a spending spree to build and enhance selective enrollment schools that disproportionately serve middle-class white students. Renovations to Wildwood and Lincoln elementary schools, and Jones and Payton college preparatory schools, help only 1 percent of the district's students, yet these same schools receive 25 percent of Tax Increment Financing dollars for capital improvements.

A recent *Chicago Sun-Times* analysis has found that the percentage of white students going to these top-notch, selective enrollment schools has skyrocketed by 10 percent in the six years since the district was released from a desegregation decree. Meanwhile, the percentage of black students has decreased in these buildings by a similar amount. The decree forced Chicago Public Schools to limit white student enrollment to a maximum of 35 percent of the student population to ensure access for black and Latino students.

Those requirements are now gone. Mayor Emanuel's school policies have exacerbated what were already immense racial disparities



White Bostonian parents in 1974 protest actions to desegregate the city's public schools by busing students.

in the city. His proposal to create the Barack Obama College Preparatory High School on the North Side for instance, after closing 50 schools in the black community, will deny critical resources to the students who need them the most.

The liberal elite in Boston abandoned the civil rights movement during the busing struggle. Instead of standing up for equality and access, liberals largely stood on the sidelines as black students and their families faced taunts and violence by intransigent whites.

In Chicago, many liberals have cheered corporate education reform and the creation of charter schools as incubators of innovation, while ignoring the consequences. According to Chicago Public Schools' own data, charter schools expel and suspend black students at 11 times the rate of traditional public schools. The turnaround of three schools with a mostly veteran, African-American staff recently will undermine the cultural competence and skill of the teaching force, damage the black community economically, and reify the symbolic representations of racial inferiority—no black teachers in all-black schools—that the Brown decision sought to overturn.

The black freedom movement in Chicago successfully eliminated the onerous symbols of racial segregation like Willis Wagons, pushed for the hiring of more black teachers and implemented African-American history curriculum through militant action and dedicated campaigns. Tactics such as a week-long occupation of the school board, massive school boycotts, lay-ins to prevent the placement of the Wagons and a willingness to take mass arrests for a righteous cause, were ordinary and widely accepted.

While the character of racism in the United States has qualitatively changed—you won't see the same kind of virulent defense of segregation as you did in 1974—the opportunity gap between white students and black students is again on the rise. If we are to root out the long shadow of racism that permeates Chicago and our schools, we will have to continue our commitment to the schools Chicago students deserve and band together with broader and bolder social forces to exact the changes that are required to realize the dream. ■

Jackson Potter is CTU staff coordinator.

SCHOOL-BASED BUDGETING “BOTTOM TEN”

By Joseph McDermott

Last summer the Chicago Board of Education announced massive budget cuts to schools while simultaneously launching its student-based budget formula. The prevailing thought is to give principals more autonomy in how the schools allocate their resources, but the initiative takes principals away from being instructional leaders and turns them into a mini-human resources department at each school. Coupled with the budget cuts, the new budgeting forces principals to make cuts to programs for students, reclassify positions, lay off staff and sometimes act in a nefarious manner that often violates basic labor rights for Chicago Teachers Union members.

The following is a collection of examples where principals made decisions driven by budget cuts and the new student-based budgets. Sometimes they represent the principal choosing between the lesser of two evils. Sometimes they represent principals making deliberate choices that are not in the best interests of students. Here is a sampling of the ten ways that school-based budgets led to violations of Union rights:

10 Julian High School laid off its full-time librarian and added a part-time retiree. Librarians, especially at the high school level, were hit particularly hard by the cuts and new budget process.

9 Douglass High School hired an “Instructional Support Leader” to do the job of a CTU curriculum coach

or professional development teacher. This position was traditionally staffed only at the network level. At dozens of schools across the city, CTU members work in schools as instructional leaders and program coordinators. The “autonomy” of school-based budgets allows a principal to choose a position that is not in the bargaining unit, yet is performing work that’s traditionally performed by CTU bargaining unit members.

8 Various high schools have hired “Youth Intervention Specialists” to replace their dean of students who are CTU members. There is no “dean” position within CPS; those duties were traditionally performed by CTU members.

7 Irving Elementary School used a paraprofessional and school-related personnel computer technician to teach computer classes instead of hiring a higher-paid computer teacher. This was done in order to save money and maintain staffing in other parts of the school.

6 Lincoln Park High School budgeted the 2013-2014 school year with one less classroom teacher because they relied on guidance counselors teaching one section per day of a class called “senior seminar.” This also was done this year at George Washington High school. In both cases the school adds to the work load of counselors by having them teach classes for credit, and then they don’t have to hire an additional classroom teacher. Meanwhile, across the city, the student

caseload for counselors has increased due to student-based budgets.

5 Hyde Park High School went wall-to-wall International Baccalaureate in 2013-2014. IB leaders claim that a vibrant IB program must have a librarian who has received IB training. Hyde Park laid off its only librarian and now has no library program. Libraries play a vital role in promoting literacy and students reading for enjoyment. The Union, along with the American Federation of Teachers, donated dozens of brand new paperback books to Hyde Park to promote student reading enjoyment and to highlight the school’s need for a librarian.

4 Washington High School is not a wall-to-wall IB school, but has a large IB program with several hundred students. The school had two librarians last year, one who had over 20 years experience and the other who had one year. The principal redefined the librarian position to be an “IB librarian” position, then sent the less senior/less expensive teacher to training to become an IB-certified librarian. The principal did not list the new position, did not take applications and did not conduct interviews, but decided to create a new position because “librarians are an important part of IB”—then hired a person that costs much less.

3 Kelvyn Park eliminated its teacher librarian position and added a librarian assistant. The laid-off librarian applied for the assistant job, however, despite the pay cut.

CONTINUED NEXT PAGE

The Occupy Light Brigade illuminates our schools’ needs at a protest last winter. PHOTO: Nathan Goldbaum



SCHOOL-BASED BUDGETING CONTINUED

The principal decided not to hire the certified librarian with experience. Now, a lower-paid employee does the same work that a teacher librarian once did, all in an attempt to cut costs.

2 Michelle Clark High School eliminated its music position and replaced it with a non-Union “Distance Learning Coordinator.” The Board then purchased an online program from the for-profit Aventa Learning corporation (now Fueled Education). The CTU filed Freedom of Information Act requests to see the contracts for Aventa. Students who once learned music by singing in a choir now learn music on a computer. The Distance Learning Coordinator was once a Union teacher, and now the school has the same position at a substantial pay cut, essentially doing what a CTU teacher assistant should be doing in collaboration with a Union teacher. In this case, they have bypassed the Union for two positions that were once CTU work. Our profession is hurt, and the children are hurt by not having a vibrant and full music experience.

1 Washington High School eliminated a guidance counselor position and re-named it “Post-Secondary Liaison.” The post-secondary liaison is a non-Union position that works 52 weeks per year, planning college tours and assisting students with the college application process. In this case, the liaison performed the exact same job duties as when they were a CTU guidance counselor. The liaison had a full student caseload that included multiple freshmen, sophomore and junior divisions. The liaison assisted students with program changes and their programming for next year. They did everything the same as a counselor, but did not get paid and had to work more days—with no job protection.

Dishonorable Mention: Funding cuts due to student-based budgeting lead North Grand High School to cut its teacher librarian position. The school then assigned librarian responsibilities to a librarian assistant. The librarian taught English for 20 years prior to becoming the librarian. The teacher received special education endorsement decades ago,

but never actually taught as a special education teacher. The teacher informed the principal that their preference was to teach English.

Special education positions are paid for by the district, regardless of salary. The principal knew the veteran teacher had a higher salary than other teachers. He didn’t want the teacher’s salary to come out of his school’s student-based budgeting allocation. The principal, considering his budget implication, then assigned the teacher to a special education position.

The teacher never taught special education, and in almost 30 years of teaching, never created an Individualized Education Program. Student-based budgeting put the principal in a position to make a budget-based decision rather than a decision based on putting children first. The teacher would have served students best as a regular education English teacher, where she had the most training and professional experience. ■

Joseph McDermott is a CTU field representative.



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A “Bake Sale for Millionaire Traders” held by Grassroots Collaborative members at the Chicago Mercantile Exchange in 2011. PHOTO: Nathan Goldbaum

THE LASALLE STREET TAX

By Michael Brunson

*“There must be some way out of here,”
said the joker to the thief
“There’s too much confusion,”
I can’t get no relief...”*

“All Along The Watchtower”
—Bob Dylan

THE PROPOSAL

Recently there has been more buzz about the Financial Transaction Tax (FTT) that I wrote about in an earlier edition of *Chicago Union Teacher*. Our local version is referred to as the “LaSalle Street Tax” (LST). Chicago Teachers Union President Karen Lewis laid out the idea in recent speech at the Commercial Club of Chicago before assembled Chicago business heavyweights.

Please note that there are a few versions of Financial Transaction Tax plans that have been released in the last few years at both state and federal levels. At the federal level, the most important thing to consider is the “Inclusive Prosperity Act”

(H.R. 1579), commonly called the “Robin Hood Tax” (RHT) that is being championed by Minnesota congressman Keith Ellison. The CTU House of Delegates passed a resolution in support of it at the January 2013 meeting. This bill would impose a miniscule tax (less than ½ of 1 percent) on certain securities—a tax that has been estimated to draw hundreds of billions of dollars in revenue annually.

The FTT is a tax on Wall Street, which created the greatest economic crisis in our nation—and globally—since the Great Depression. It is a tax on those who have returned to record profits and bonuses while ordinary Americans, the 99 percent, continue to pay the price of their crisis through cuts to public services and raids on hard earned pensions. H.R 1579 would also direct the proceeds to targeted areas of the federal budget, like healthcare, education, AIDS research and assistance to help shore up public safety nets. In 2011 there were more than 20 countries in the world that used some form of a FTT, and 11 countries in the eurozone will join them in 2015.

However the RHT may go, on the state level the CTU has now thrown its weight behind the National Nurses Union and other community organizations to push what we have dubbed as the LaSalle Street Tax. The LST employs a different means of calculation from the RHT. Whereas the RHT calculates off the basis points (.01 percent) on the value of the trade, the LST simply taxes the buyer and the seller in each transaction. For agricultural product trades (corn, soybeans, wheat, cattle, etc.) the tax would be \$1 for the buyer and \$1 for the seller. For non-agricultural trades (currencies, stock indexes, interest rates, etc.) the tax would be \$2 for the buyer and \$2 for the seller. This tax would take place on the trades in the Chicago Mercantile Exchange (CME) and the Chicago Board Options Exchange (CBOE). The average contract size is around \$250,000 dollars, so this would be a miniscule tax of 0.0004-0.0008 percent. With the staggering amount of trade that takes place every day, however, based on an analysis of activity for the past five years, this would return between \$10 billion and \$12 billion a year.

CONTINUED NEXT PAGE

LASALLE STREET TAX CONTINUED

There is a basic issue of fairness involved here. Illinois state sales tax is 6.25 percent, and in certain parts of Chicago, more than 10 percent. Why should traders be allowed to buy and sell tax-free? We hear a lot about “shared sacrifice” as a prompt to cut workers benefits. Why don’t Wall Street and LaSalle Street traders share this sacrifice? Not to mention that 0.0004 percent is nowhere close to 10 percent. And there is so much more to be said on this issue, but ...

THE PUSHBACK

The immediate argument that comes up to oppose the LST is that the Chicago Mercantile Exchange will pick up and leave. This is a weak argument on several accounts. First of all this is not a tax on the exchange—it is a tax on the traders. The CME merely serves as the clearinghouse to collect the tax. There is no economic incentive for the exchange to move. That argument is followed by the assertion that the traders will leave, but aside from the fact that this is such a miniscule tax—0.0008 percent—these products are not traded on any other exchange, and some of the most active ones trade under exclusive licenses. There is simply no other place to go, and it would be too expensive and risky to create another exchange simply to avoid such a small tax.

This pushback also brings to mind a related contest—the fight to raise the minimum wage. For years it was accepted (and unchallenged) economic “knowledge” that raising the minimum wage would inevitably reduce employment. Then in 1992, economists David Card and Alan

Kruger published a study of two adjacent states—New Jersey and Pennsylvania—and one in which the minimum wage had been raised by 19 percent (New Jersey). The results were astounding. In New Jersey, the state where the minimum wage was raised, employment increased by 13 percent. Of course, with minimum wage being the hot political issue that it is, there have been both confirming and disconfirming studies conducted in the wake of their report.

The point is, until this groundbreaking study was done, it was unquestioned, undisputed and untested “knowledge” that raising the minimum wage reduces employment. This brings us back to the main argument against the LST. Where is there any study or proof to back the theory of “market flight” when a Financial Transaction Tax is imposed? As I mentioned above, there are plenty examples of it being introduced not only in other countries but also in the United States in the state of New York.

Finally, the Financial Transaction Tax and the minimum wage share in the fact that apart from economic and financial justifications, there are moral concerns. Can we justify reducing the minimum wage at \$0? That smacks of slavery. Can we justify a key sector of the economy paying no tax on transactions while everyone else does? That smacks of gross unfairness. I close by sharing pearls of wisdom about taxation:

- A good tax should be low cost to collect.
- A good tax should fall on those able to bear the tax.
- A good tax should tax activity that we want to limit or discourage.
- A good tax should also further economic or social justice.
- The LST would fall primarily on high-income individuals and wealthy institutions.
- The LST would probably discourage some “socially useless” short term High Frequency Trading (HFT). HFT is currently exploding (Read Flash Boys by Michael Lewis).
- A Financial Transaction Tax taxes the sector that caused the financial crisis that led to the Great Recession.
- Retirement accounts are exempted from the LST.
- The annual number of contracts traded over last five years at the CME and CBOE: 2.5-3.5 billion or about 14 million a day (or almost 2 million a hour).
- At current volume levels the LST would raise \$10-\$12 billion a year.

As recently reported in the Chicago Sun-Times, the idea of a LaSalle Street tax polled well with the general public. But no doubt this will be a heavy lift due to opposition from the Financial Sector. Where do you stand? ■

*...So let us not talk falsely now
the hour is getting late.*

Michael Brunson is the CTU Recording Secretary.

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THE SCHOOL YEAR 2013-2014 HAS BEEN A SUCCESSFUL ONE FOR THE CTU GRIEVANCE DEPARTMENT. HERE ARE A FEW HIGHLIGHTS.

THE YEAR IN REVIEW: GRIEVANCE DEPARTMENT

By Thaddeus Goodchild

Recently, we have secured significant victories for members at Coles Elementary and Kennedy and Kenwood high schools. In the cases from Kennedy and Kenwood, the Illinois Educational Labor Relations Board (“IELRB”) found that the principals at those schools had violated state law by retaliating against members for engaging in protected union activity. The IELRB ordered that the retaliatory adverse actions taken against those members be reversed, back pay be issued in cases where members lost salary as a result of the retaliation, and a notice regarding the violation be posted at the school for 60 days.

The IELRB issued a complaint of unfair labor practice charges we filed on behalf of the delegate at Coles alleging that the principal had retaliated against him for protected union activity. The complaint has allowed us to negotiate a favorable settlement for the delegate whereby adverse actions against the delegate will be reversed and back pay issued.

The Union has also secured a number of important contract enforcement wins through arbitration. An arbitrator recently ordered a teacher from Cook Elementary who had

been issued an “unsatisfactory” rating in violation contractual procedures—and laid off as a result—reinstated to her position with back pay. In a separate case, an arbitrator ordered a librarian from Washington High School who was improperly laid off as part of the expansion of the school’s International Baccalaureate program to be reinstated to her position.

Finally, the discipline mediation/arbitration (or “med/arb”) process newly adopted under the current contract got underway this year. Thus far, the discipline issued to members has been reduced or rescinded in 21 of the 31 cases the Union has challenged in med/arb.

THE DISCIPLINE ISSUED BY CPS TO MEMBERS WAS REDUCED OR RESCINDED IN 21 OUT OF THE 31 CASES CHALLENGED.

Challenges on the horizon include the due process rights of probationary appointed and substitute teachers, the Chicago Board of Education’s suspect redefinition of various positions as a pretext for layoff, and enforcing our members’ rights with respect to

teacher evaluation as tenured teachers are rated for the first time under the current collective bargaining agreement. ■

Thaddeus Goodchild is an in-house CTU attorney.

RECENT GRIEVANCE VICTORIES

TWO ARBITRATION RESULTS CHALLENGE “UNSATIS”

By Shankar Ramamurthy and Josiah Groff

I am happy to report that arbitrator Brian Clauss has granted the Union’s grievance on behalf of Phyllis Hemphill. Phyllis, a veteran special education teacher with 44 years of experience at the time of the hearing, was one of the 1,289 Chicago Teachers Union members unjustly laid off in 2010. The arbitration proceeded as one of the carve-out cases arising from our strike settlement agreement. This victory is an example of the Union’s dedication to finding justice for its members no matter how long it takes or how many roadblocks Chicago Public Schools sets up, and joins many of the other awards our lawyers have won in recent weeks for members laid off in abrogation of the collective bargaining agreement.

Clauss found that Hemphill was qualified to teach at Lawrence Hall, and the most senior teacher. Lauren Clair-McClellan, Workforce Planning Manager in the Chicago Board of Education’s Human Resources Department, testified that the Board made a “mistake” in laying off Hemphill, thinking she was the only teacher, when in fact there was a less-junior teacher at the school. Instead of righting the error, however, CPS made up a new story that Phyllis was not qualified. Clauss saw through the machinations and ruled that there was no justification to disregard Hemphill’s seniority or for laying her off, and ordered the Board to make her whole. We will work with CTU Grievance Coordinator Sara Echevarria to get her everything she has lost.

A few people were vital to this victory. Field Representative John Kugler has worked tirelessly with Hemphill since her termination. His simple pleas to the Board to right the clear error fell on deaf ears. Also, Nancy Slavin, former manager of the CPS Human Capital department provided key testimony and assistance in preparing for the arbitration. Her testimony was instrumental in explaining the Board’s contract violation and how the layoff system worked.

We are honored to have been able to represent Phyllis and the Union successfully in this matter.

—Shankar Ramamurthy

Following up on Shankar’s good news, I am pleased to report another win, this time for seven teachers from Michele Clark High School who received “unsatisfactory” ratings in June 2012, even though they did not receive the required observations and post-observation conferences. In some cases, the principal never observed them at all. CTU Field Representative Joseph McDermott filed the grievances (consolidated for hearing) and was very helpful in putting the case together.

Arbitrator Lawrence Cohen decided the case on the first of our arguments: that the ratings were delivered after the deadline set by Art. 39-4.1 of the 2007-2012 contract (the Friday of the 37th week). While the teachers got their ratings the next week, the Arbitrator rejected the Board’s argument that a delay of a few days is too small to matter. The new contract has different teacher evaluation procedures, but we can rely on this ruling to insist that the Board strictly comply with the agreed upon evaluation procedures. I suppose it would have been nice to get a ruling that the principal was lying and forging observation forms after-the-fact, but this ruling is helpful in the long run because it offers a beneficial contract interpretation. The late-rating argument also gives us a win for all seven teachers, right off the bat.

Two of the teachers were laid off as a consequence of their “unsatisfactory” ratings and did not find other work, so I will be pursuing reinstatement and back pay for them. Even for the teachers who don’t have monetary losses, we will still be able to clear their records of this unjust rating.

I am thrilled to be able to report a complete win on these seven grievances. ■

—Josiah Groff

Attorney Shankar Ramamurthy is an associate at Robin Potter & Associates, P.C., and Josiah Groff is an attorney at Dowd, Bloch, Bennett & Cervone.

THIS VICTORY IS AN EXAMPLE OF THE UNION’S DEDICATION TO FINDING JUSTICE FOR ITS MEMBERS NO MATTER HOW LONG IT TAKES OR HOW MANY ROADBLOCKS CHICAGO PUBLIC SCHOOLS SETS UP, AND JOINS MANY OF THE OTHER AWARDS OUR LAWYERS HAVE WON IN RECENT WEEKS FOR MEMBERS LAID OFF IN ABROGATION OF THE COLLECTIVE BARGAINING AGREEMENT.

THE YEAR IN REVIEW: TEACHER EVALUATION

By Jennifer Johnson

It's been a long, hard school year for more than one reason, but without fail, our members persevere and do everything in their power to enrich the lives of the students.

This past year, I joined the Chicago Teachers Union Quest Center team, and since August, I have been working with our members, delegates and CTU staff in learning about, advocating for changes to, and working to help our members through the new evaluation system for teachers, counselors, librarians, clinicians and other support specialists, which CPS calls "REACH" (Recognizing Educators Advancing CHicago). While the stated purpose of REACH is improving instruction and delivery of service, the limited time to adjust to the new expectations and the lack of trust present in many school buildings has made this new rigorous and overwhelming process more challenging to live with, let alone benefit from. The real concerns that educators have about ratings and job security in an unstable school system ultimately make it incredibly hard to engage in real and supportive feedback with our evaluators and administrators. To work toward more than merely surviving the evaluation system, together this year, we have tried to adopt the mantra of "Share. Advocate. Mentor." (S.A.M.), which as CTU President Karen Lewis has said, "must be more than a slogan—it must be a way of life."

Despite the difficulties and concerns that remain and must continue to be tackled, we have had victories and made gains toward living this mantra.

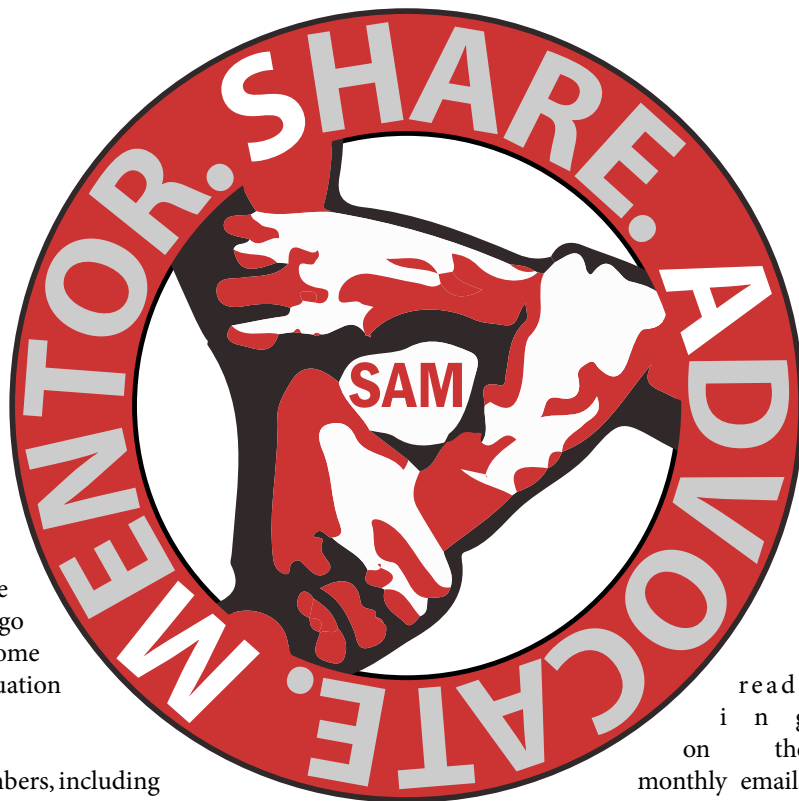
Hopefully, you've seen previous articles in Chicago Union Teacher about S.A.M. and taken inspiration from efforts led by our delegates at Roosevelt (January 2014 CUT, Vol. 77, No. 4) and Kelvyn Park (April 2014 CUT, Vol. 77, No. 7) high schools to build a collaborative spirit among staff around evaluation, and to enforce the contract and fair procedures. Members in many other schools are sharing their observation scores and teaching strategies, and supporting their delegates and Professional Problems Committees to lessen

the burden of the evaluation process. By working together, members can help one another be successful and we can hold Chicago Public Schools to some fairness in the evaluation process.

More than 150 members, including some of our dedicated union delegates, volunteered this year to be evaluation liaisons, ready and willing to help their colleagues get accurate information about the evaluation process and to help fellow members advocate for themselves. Many of our liaisons are fierce defenders of fairness and equity who have been consistently eager for information and strategies they could share with their fellow CTU educators. We held evaluation workshops at the fall and winter delegate trainings as well as winter and spring trainings specifically for our liaisons. We will look for ways to continue to improve and expand the support we provide for our delegates and liaisons who can, in turn, support their colleagues.

For the first time ever, our contract includes an appeals process that allows educators to challenge an unsatisfactory final summative rating. Our untenured educators won the majority of the appeals filed to overturn their unsatisfactory rating from last year. More than 1,000 untenured educators who received "Inability to Rate" for the last school year because their evaluator failed to properly complete their four required observations have had their rating replaced with a "Proficient" rating because of language in our contract. Our CTU field reps are helping members win grievances to overturn ratings from last school year in which evaluators failed to give members due process in conducting their evaluative observations.

New for the 2013-2014 school year, our monthly evaluation emails offer updates, tips and clear up misinformation. You can always catch up



reading on the monthly emails on the Teacher Evaluation page of the CTU web site (<http://www.ctunet.com/rights-at-work/teacher-evaluation>) and find other evaluation-related support documents and reference materials. Carol Caref of the CTU Quest Center and I led or participated in more than 40 school meetings focused just on evaluation issues across the city and tried to be responsive and resourceful in answering member calls and emails as quickly as possible. Caref and I, along with three dedicated rank-and-file members, have argued and advocated for improvements and changes to the evaluation system in our Joint Evaluation Committee with CPS. Caref, Lynn Cherkasky-Davis of the CTU Quest Center and I have provided suggestions and ideas for the development and implementation of additional CPS resources and supports for the evaluation system in our Joint Professional Development Committee with CPS.

It's been a hard year, and we have more work ahead.

Please remember to document everything in the evaluation process if you are worried about how the process is being carried out. Save emails, take screen shots of what is on the Reflect and Learn website and talk to your CTU field rep, Caref or myself if you have questions or concerns.

Please make sure that your personal email address is on file with the CTU so you receive our monthly evaluation emails directly. We will be in touch with you over the summer with

THE YEAR IN REVIEW: CTU RESEARCH DEPARTMENT

By Carol Caref, Ph.D.

updates and—especially as we near the beginning of the next school year—we will need to share urgent information with you about the release of final summative rating reports for the 2013-2014 school year and review your rights to file grievances and appeals.

Finally, now that we are at the end of the first year of full implementation of this evaluation system for all CTU teachers, counselors, librarians, clinicians and other support specialist members, tenured and untenured alike, we have some specific tasks. We need to become the experts on our evaluation frameworks so that we can use the frameworks to better advocate for ourselves. We need to start thinking strategically about what changes we hope to make in Article 39 about teacher evaluation for the next contract. What changes to evaluation do we want to see and what changes are we willing to fight for?

We must continue to fight the abusive over-testing of our students and the accompanying overreliance on student test score data in our evaluations. We must have conversations with parents about the ways tests discriminate against students with Individualized Education Plans and how changes to tests like the Northwest Evaluation Association's Measures of Academic Progress (NWEA MAP) make comparing scores more like comparing apples to oranges. We must fight the use of the statistically problematic Value-Added Measure which CPS insists on including in our evaluation system, despite its mathematical limitations and negative implications for collaboration.

And, of course, we are going to have to continue to do the work of bringing “Share. Advocate. Mentor.” to life in more avenues than just evaluation. We must celebrate the victories and fight the battles together in order to come out stronger in the end. ■

Jennifer Johnson is the CTU Quest Center Special Projects Facilitator for Teacher Evaluation. She can be reached at jenniferjohnson@ctulocal1.com.

The May 7 Chicago Teachers Union House of Delegates anti-Common Core proposal made national news. Those who want more details about the research behind this proposal can read the CTU Position Paper on Common Core at ctunet.com/ccss. The heavily referenced paper concludes:

Across the country, education policy-makers from the Department of Education to state and local school boards are pursuing so-called education “reform”. These “reforms” are heavily promoted and financed by the business community, which sees them as setting the stage for future profits. “Reforms” include the appropriation of public funds by private charter school managers, the wholesale closing of public schools, disproportional emphasis on standardized testing, and attacks on teachers and their unions. While Common Core Standards may appear to be benign or even helpful, they are part and parcel of the corporate reform strategy. Standards, coupled with testing and evaluation tied to student test scores, set the stage for greater control of what is taught in each classroom—destroying teacher discretion, and pressuring teachers to ignore the needs of the students in front of them by focusing on the fulfillment of requirements set by the school district.

On May 17, the CTU joined other unions and community groups in rallying against “Still Separate, Still Unequal” Chicago public schools. That was also the title of the CTU's in-depth research report on segregation (www.ctunet.com/segregation). The study acknowledges the deep segregation that exists in Chicago's neighborhoods, but states that school segregation is exacerbated by flawed education reform policies and assaults on communities that have long borne the brunt of its harmful effects. The report addresses:

- Intense segregation in CPS
- Segregation across CPS and the city of Chicago
- What segregation means for CPS students of color
- The reproduction of segregation and inequity

- Segregated access to experienced teachers
- The increasing segregation of black teachers
- The segregated harm of school closings
- Integration and equity, not choice and competition

It's bad enough that schools are segregated and subject to policies dictated by the interests of corporations; in addition, a scrap metal recycling plant is being built across from Pilsen's Benito Juarez High School. CTU researchers exposed potential hazards to students in the March 2014 issue of Chicago Union Teacher (p. 21) and also in testimony against the building of the plant. Researchers explained:

Pilsen is already home to one of two metal recycling shredders in Chicago, which means the Pilsen community will be subjected to twice the amount of hazards than any other community. This is especially a problem for the children of Pilsen because exposing children to pollution during their crucial years of physical and cognitive development can lead to a plethora of problems that last a lifetime.

The CTU research department has written extensively on the issues of charter schools (for example, “The Black and White of Education,” found at <http://www.ctunet.com/root/text/CTU-black-and-white-of-chicago-education.pdf>). However, in this issue of the CUT, on page 36, a new angle is documented: charter marketing. It may not be obvious that charters are marketed in the same way that ball-point pens or canned soups are, but this report exposes the strategy, stating: “It's clear that charters use marketing to create customers for their schools, not by helping parents make rational choices, but by appealing to values through messages that make charters feel like fresher, better alternatives to traditional public schools.”

The Research Department, which was new to CTU in 2010, has become a well-respected resource for CTU members and supporters wanting to know “the real deal” about education policy and issues. ■

Carol Caref, Ph.D., is director of the CTU Research Department.

THE CTU BEREAVEMENT PROJECT CLINICIANS COMMITTEE AT THE FOREFRONT OF SERVING TRAUMATIZED CHILDREN

By *Susan Hickey, LCSW*

In March 2013, Chicago Teachers Union President Karen Lewis received an email from the American Federation of Teachers asking if the CTU would be willing to develop a pilot project with the National Resource Center for School Crisis and Bereavement. The project included a small grant to develop a training program for school staff on how to understand and support grieving students. President Lewis approached the CTU Clinicians Steering Committee to work with both AFT and the National Resource Center for School Crisis and Bereavement.

A committee of school nurses, psychologists and social workers was formed in April 2013 to develop how to approach this issue. The members of the committee are: Brian Apollo, Maribeth Doody, Delores Jackson, Paula Leifer, Cathy Mizicko, Connie Senter, Bonnie Smith, Regina Trice Carter and chair Susan Hickey. It was decided early on to focus the training on long-term bereavement and its ramifications on students. The committee felt that instead of concentrating on a small number of schools, it would be better served to develop a program that would be shared in every Chicago public school.

At the beginning of the 2013-2014 school year, the committee was able to get Dr. David Schonfeld to give a PowerPoint presentation to the Citywide Clinicians' Professional Development. Dr. Schonfeld worked with schools in New York City after the September 11 attack on the World Trade Center and is considered a leading expert on bereavement and loss. The presentation was well received, and he allowed it to be available for this project.

The committee was able to put together a disc of Dr. Schonfeld's presentation that will be given to all social workers, occupational therapists, psychologists and school nurses. Since the pilot was not ready for this school year, there will be a refresher presentation at the first Professional Development meeting of all clinicians and the designated clinicians will be giving an in-service at all CPS public schools at the beginning of the 2014-2015 school year.

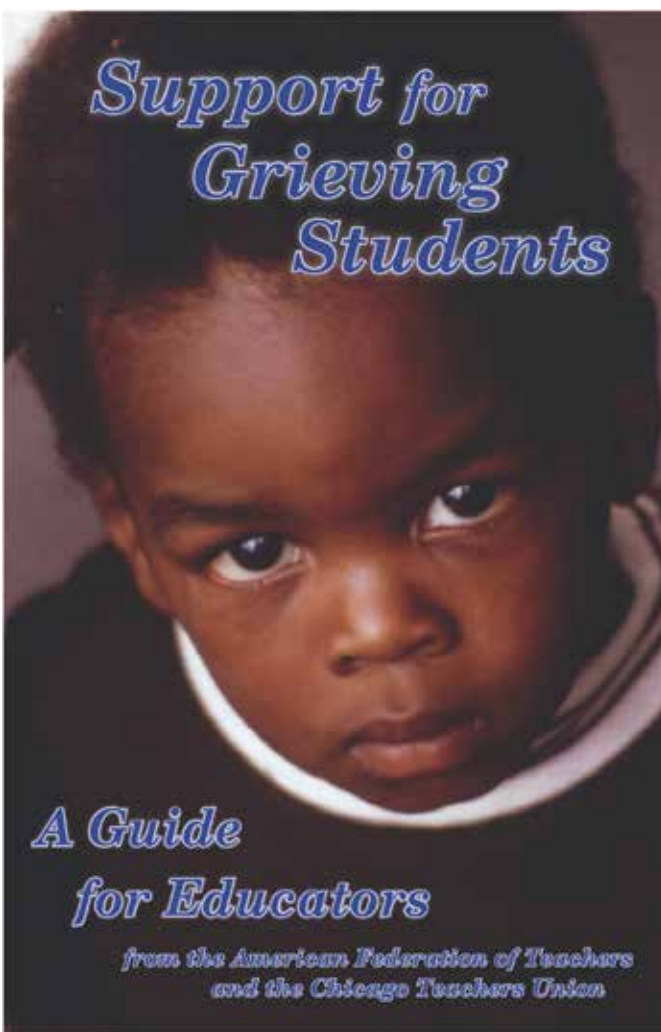
Along with the PowerPoint presentation, a booklet was developed to be given to every teacher, paraprofessional and school administrator. This booklet is a resource guide for teachers and other school staff on how to work with students who are experiencing grief. Schools will receive their copies by the beginning of the upcoming school year.

"We know that students in our public schools too often face violence and loss,"

President Lewis wrote in the booklet's introduction. "As adults who work with children, we are acutely aware of the toll these tragedies take on them, including difficulty learning and difficulty controlling behavior. This brochure is for you to use as a resource when you are faced with students who are dealing with loss and grief issues."

Teachers, how often do you have students who appear not to be able to focus, and you can tell their thoughts are somewhere else? The booklet is a guide for school staff to help those students. It is also important for teachers to bring in the school counselor, school nurse, psychologist, occupational therapist or social worker to help those students who need a professional trained in dealing with these issues. ■

Susan Hickey, LCSW, is a CTU clinician delegate.



FROM THEORY TO PRACTICE, FROM LOCAL TO NATIONALS

THE JOURNEY TO NATIONAL HISTORY DAY

By David Hernandez

In the last edition of the Chicago Union Teacher magazine, I wrote about the importance of inquiry-based research and 21st century skills and how they can empower young people for their future life. I also highlighted three student projects from Social Justice High school that were advancing to the City Final and State Combined competitions. It brings me great pleasure to announce that Karina Solano's Chicago Metro History Fair project, titled "The Fight for Public Education," has advanced out of the Illinois History Expo and will be competing in the 20th Annual Kenneth E. Behring National History Day contest, sponsored by the History Channel. To date, Karina will have competed in five different history fair competitions, which includes our internal Social Justice History Fair, the Chicago Metro History Regional and City Finals, the Illinois History Expo, and finally, the National History Day.

Karina's project should have a special place in the hearts of all Chicago Teachers Union members because her project documents the historical struggle for a just public education system in the city of Chicago. As mentioned in my previous article, Karina was required to frame her historical argument around this year's National History Day theme of rights and responsibilities. Therefore, her project is based on the following historical thesis: "From the 1960s to the 1980s, Chicago parents, teachers and students have fought for their right to equity, representation and fair working conditions." Karina supports her thesis by paying tribute to the 1963 Freedom Day school boycott, the Wild Cat strikes of 1968, and the Chicago School Reform Act of 1988, which paved the way for creation of Local School Councils. Her project also addresses the debate and controversies that surround the charter school movement, where she thoroughly outlines the pro- and anti-charter school political arguments. Like all good historians, Karina articulates the historical significance of the fight for public education by drawing conclusions on the negative impact of No Child Left Behind and a mayoral controlled Chicago Board of Education on communities of color. Check



Top: Karina Solano displays her Certificate of Accomplishment. Right: A screenshot of her presentation. PHOTOS: David Hernandez

out Karina's outstanding historical work by going to her website, which can be found at <http://25627935.nhd.weebly.com/>.

This is the first time in the history of Social Justice High School that one of our students, in the Senior Individual website category, has not only qualified for Illinois State competition but has advanced to the National History Day. The vast majority of students from Illinois that qualify for the National History Day contest are enrolled at one of Chicago's selective enrollment magnet schools, or in a well-funded suburban school district. Therefore, Karina's accomplishment is that much more remarkable being that Social Justice High School is a non-selective enrollment neighborhood school that suffers from underfunding, excessive testing and budget cuts. Karina's NHD project is not only a testament to the importance of incorporating 21st century and inquiry-based research skills in the classroom, but also the collaborative and innovated spirit of my colleagues at Social Justice High School.

Karina and a chaperone will be heading to the University of Maryland at College Park during the week of June 15 for an exciting educational trip that will showcase History Fair projects from all 50 states and South Korea, China, American Samoa and Guam. However, the trip to the University of Maryland is expensive and will be a significant expense for her parents. In order to help Karina attend the National History Day competition, we have created a Go Fund Me page, which can be found at <http://www.gofundme.com/93pmco>.



All students advancing to the National History Day competition will be able to make revisions to their History Fair projects. Karina has recently conducted an exclusive interview with none other than the charter school guru herself, Diane Ravitch, and will be adding numerous video clips of that interview to her website. Therefore, Karina's attendance to the National History Day contest will not only address Chicago's historical fight for public education, but also showcase on the national landscape the contemporary debate that surrounds the educational reform movement. Please consider donating to help send this amazing young person to Nationals.

Karina, who is only a junior, plans to pursue a career in International Affairs with a focus in Women and Chicano issues. With aspirations of running for political office, Karina will be a political ally and activist for the fight to a just public education system for years to come. ■

David Hernandez is an 11th and 12th grade social studies teacher at Social Justice High School.

WHEN READING GETS TOUGH...PLAY!

CHICAGO SHAKESPEARE THEATER ACCEPTING APPLICATIONS FOR “BARD CORE” PD SEMINAR

Teaching Shakespeare continues to be one of the most daunting assignments facing educators. “I hate Shakespeare because I’m terrified of teaching it,” a teacher recently confessed when asked about her interest in the program. Chicago Shakespeare Theater on Navy Pier is accepting applications for its 2014/15 professional development program, “Bard Core Curriculum: Reading into Shakespeare”—a free, thirty-hour course introducing English teachers at non-selective Chicago Public Schools high schools in low-income communities to drama-based strategies for engaging their students. The program includes new and reluctant readers, diverse learners and English language learners—with Shakespeare and other challenging texts.

Over the course of eight morning sessions (one week in summer and three Saturdays interspersed throughout the school year), teachers practice a range of skills used by theater artists to break open Shakespeare’s text and engage with it actively and creatively, combining rehearsal practices with best practices in reading Shakespeare and beyond. With instruction by curriculum and reading experts, as well as teaching artists and peer learning, teachers work toward mastery of these skills through “on-your-feet” instruction, exploring the implications of these strategies for their own students and teaching environment. “Participating in the workshop granted us an oasis of inspiration, source of energy to teach and confidence in ourselves to empower our students’ learning,” said a 2013 Bard Core participant and teacher at Bowen High School.

Each session is aligned with CPS learning objectives and supports teachers’ development in several components of the CPS Framework for Teaching. According to a 2013-14 Bard Core teacher at George Westinghouse High School, “Close reading, text-based questions and interacting with the text learned during my Bard Core training was a perfect complement to the work [the] Department of Literacy is guiding us through. Through Bard Core, everything connected for me. All I had to do was implement.”



The seminar begins with a week-long summer workshop, July 28-August 1, 2014, and concludes with three Saturday mornings on September 27, December 6 and February 7, 2015. In the summer, teachers will build a toolkit of strategies that include text work, scene work, arts-integrated writing, improvisation and active reading strategies; Saturdays will bridge Bard Core lessons with participants’ unique classroom experiences. Each teacher completing the seminar receives 20 free tickets to a student matinee of Chicago Shakespeare’s abridged *Macbeth* in February 2015.

Teachers submit a simple application form and participate in a brief phone interview; a \$50 deposit then secures one’s place and is refunded on the seminar’s first day. Teachers are encouraged to participate with a colleague from their school, but to foster service to schools across the city, no more than two teachers per school are accepted. Now entering its eleventh successful year, Bard Core has served more than 200 teachers in over 60 high schools across the city. ■

For an application, call 312.595.5678 or email mtopper@chicagoshakes.com.

FOREMAN HIGH SCHOOL TEACHER WINS ANNUAL WARDELL INSPIRATION AWARD

By Carrie Maxwell

Ryan Dolan, an English teacher at Foreman High School, received the 13th annual Allan Wardell Inspiration Award from the Chicago Teacher's Union (CTU) Lesbian, Gay, Bisexual and Transgender (LGBT) Rights Committee. The award ceremony took place at the CTU's Executive Board meeting June 2.

Following introductory remarks by CTU President Karen Lewis, Mel Ferrand, chairperson of the LGBT Rights Committee, presented Dolan with his award.

"This award honors a CTU member who has done something outstanding during the year to make their school safe and welcoming to members of the LGBT community and this year's winner, Ryan Dolan, holds the distinction of being nominated for his work by four teachers, three of which are his colleagues at Foreman," Ferrand said.

Wardell, whom this award memorializes, was a Chicago teacher, CTU member and LGBT activist.

For the past two years Dolan has been the co-facilitator of his school's Gay-Straight Alliance (GSA) and served as the host for this year's "Nocturnal Wonderland" LGBT prom which was held at Foreman. Nolan also serves as the Freshman English Course Team Lead, is the co-facilitator of Peer Health Educators (which promotes safe sex practices) and is a Service Learning Coach.

"I am so honored to have been nominated for this award by my brilliant, hardworking peers at Foreman High School," said Dolan upon receiving his award. "Their opinion of my work is truly encouraging as I know them to be diligent in the integrity of the practice of teaching.

"I'm encouraged to pursue further the assurance of a safe and nurturing learning/working environment for all LGBTQ identified people at Chicago Public Schools."

"Ryan has done more for gay and lesbian acceptance at our school in his two years than any other teacher or teachers combined in our school's history," said fellow Foreman art teacher and nominator Audrey Olson.

"He is seen around the building proudly wearing his CTU red t-shirt on many days, not just Fridays," Olson said. "He is an enthusiastic supporter of both his union brothers and sisters as well as the students of our school.

"Ryan is a very visible and much loved teacher. Students and teachers alike know him, respect him and accept his positive support of all students at our school."

"Ryan is truly an inspirational teacher, sponsor, and coach," said fellow Foreman English teacher and nominator Gina Lozano. "Because of his hard work and efforts, we have accomplished some truly amazing things this year.

"The most recent being the Chicago Public Schools LGBT prom. Ryan, with help from the GSA teens he mentors and some additional dedicated teachers, planned and executed a fabulous event. He is a kind and compassionate person, teacher, and friend who makes a very dedicated and conscience effort to create a safe and welcoming environment for the students here at Foreman. Just ask one of the many students on the GSA or the Peer Health Educators and they will tell you how much he genuinely cares about them and their causes."

"Ryan's tireless effort to promote acceptance and equity in his school is admirable," said former Foreman librarian and current elementary school librarian and nominator Emily Oddo. "I applaud his courage to educate kids on safe sex as well as sponsor events and after school activities that create a safe environment for teens who are marginalized and bullied.

"He has made great changes at Foreman that have built community in ways no mandated Positive Behavior Intervention System ever could."



From left: President Lewis, Ryan Dolan and GLBT Committee Chair Mel Ferrand.

If you know of a CTU member who has promoted LGBT history or awareness in their classroom, school or community, please consider nominating them next year for this annual award. Nomination forms will be available in the spring of 2015. ■

Carrie Maxwell is a member of the CTU LGBT Committee.

CTU MEMBER IS FISHMAN PRIZE FINALIST

Katherine Arbuckle, a kindergarten teacher at Ellen Mitchell Elementary School in Chicago and a member of the Chicago Teachers Union family, was one of only ten finalists for the \$25,000 Fishman Prize for Superlative Classroom Practice. The Fishman Prize is one of the most prestigious teaching awards in the country and the only one exclusively for public school teachers who work with low-income students. This year, there were more than 800 applicants from 46 states and Washington D.C., and although Katherine was not selected as one of the four Fishman Prize winners, she is truly a phenomenal teacher, and becoming a finalist is accomplishment worthy of celebration.

Thanks to Katherine and all of our teachers and support staff for their unwavering dedication to the schools our children deserve! ■

YOUNG ARTIST AWARDS 2014



Christopher Arroyo, Wells Community Academy High School



Edward Walsh, Newberry Magnet School



Olivia Garcia, Hale Elementary School



Jorge Ramirez, Marsh Elementary School



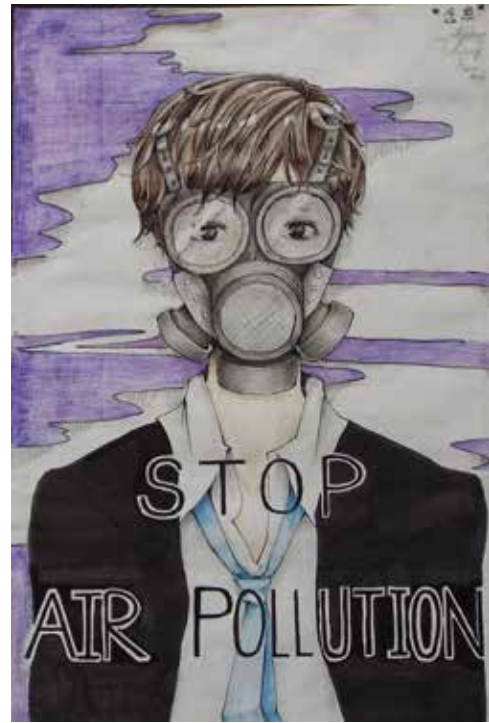
Amelia Bes, John Marsh Elementary School



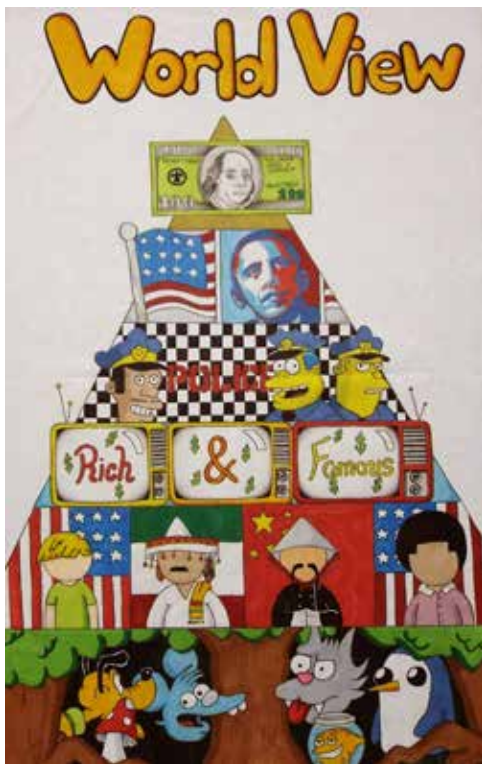
Destiny Jones, Hyde Park Academy High School



Christian Deleon, Blair Early Childhood



Ashley Liang, Holden Elementary



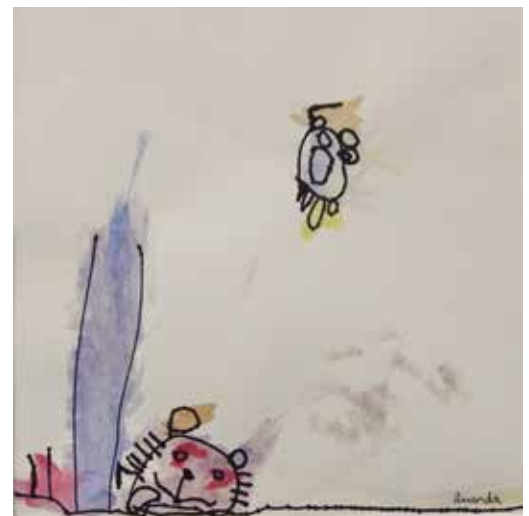
Alejandro Urquiza, Social Justice High School



Angellie Anaya, Burbank Elementary



Diana Sedano, Wells Community Academy High School



Amanda He, Wilma Rudolph Learning Center



Payton Flores, Edgebrook Elementary



Tyrese Brown and Raven Lee
Peace and Education Coalition High School



Jennifer Rocha, Social Justice High School



Paulina Tovar, Belding E



Zoe Batista, Mather High School



Yiyang Zhao, Healy Achievement Skills Center



Johnell Robinson, Manley Career Ac



Elementary School



Vonzell Byrd, Austin Business Academy HS



Monica Jimbo, Roosevelt HS



Victoria Ruhoff, Lincoln Park High School



Academy HS



Juan Rodriguez, Wells Comm. Acad. HS



Yemis Gutierrez, Holden Elementary School



Emely Ramirez, Jordan Community School



Ian Oden, Walt Disney Magnet School



Erik Zamudio, Marsh Elementary School



Jasmine Saucedo, Gallistel Branch



Heridani Bautista, Von Steuben HS



Lauryn Nickson, Westcott Elementary School



1ST PLACE WINNER

*Carolina Ruiz
Jamieson Elementary*



2ND PLACE WINNER

*Alexa Lopez
Sandoval Elementary*



Special thanks are due to April Stigger, Assistant to the CTU Recording Secretary, for administering the Young Artist Awards and to Rhonda Gholston for photographing the artwork.



LABOR NOTES 2014

By Debby Pope

Labor Notes is a unique organization. Founded 35 years ago, it is both a support network for unionists of all kinds around the country, and a monthly magazine supplying news about workers' struggles that the major media often refuses to cover. Every two years since 1981, they hold a national conference. The last two have taken place here in Chicago.

This year's conference was the largest ever; more than 2,000 unionists from the U.S. and around the globe were in attendance at the April 4-6 event. They represented more than 300 union locals and six of the seven continents. International union leaders in attendance included a dock worker from Hong Kong; a postal worker from France; a bus driver from Tehran; teachers from Brazil and the United Kingdom; and a rail worker from Korea. Ho-Joon Sung, the Korean rail worker, was the leader of a massive national rail strike against privatization where a government crackdown led to the arrest of more than 100 union leaders. Virtually every state and province in the U.S. and Canada was represented and dozens of different unions were present. Also involved were numerous people involved in worker fight-backs who are not yet unionized. This included fast food workers from the Fight for Fifteen, activists from workers' centers serving underpaid and undocumented workers and people organizing minority unions in places where collective bargaining has been destroyed or has not yet been won.

This conference was different in a few important ways. There were more young workers who are seeing their unions as an important tool in the struggle for workplace and social justice. Also, an increasing number of unions are focusing on building community alliances and partnerships. The Chicago Teachers Union has led the way in this with the work we did around our historic 2012 strike, the fight against school closings and turnarounds and our ground-breaking work on quality education and the fight against racism. At Labor Notes, this new direction was exemplified in a plenary speech by Larry Hanley, President of the Amalgamated Transit Workers Union,

Top: President Lewis addresses the assembly on Friday night. Middle: Kimberly (Bowsky) Goldbaum of Seward Elementary addresses conference attendees at the Saturday morning session. Bottom: Thousands of union activists listen, rapt to the speakers Saturday morning.

who said, “there are 100 riders for every bus driver,” and we have to relate to their issues and concerns.

Chicago Teachers Union members played a prominent role in the conference. Jerry Skinner, Sarah Chambers, Rolando Vázquez, Jim Cavallero, Dave Hernandez and Lilian Kass spoke on panels about labor/community organizing, parental involvement, testing, building contract campaigns, intergenerational work, economic and taxation fights, and much more. The CTU also led the 130-person

THERE WERE MORE YOUNG WORKERS WHO ARE SEEING THEIR UNIONS AS AN IMPORTANT TOOL IN THE STRUGGLE FOR WORKPLACE AND SOCIAL JUSTICE. AN INCREASING NUMBER OF UNIONS ARE FOCUSING ON BUILDING COMMUNITY ALLIANCES AND PARTNERSHIPS.

teacher meeting where representatives from around the country shared inspirational strategies, successes and struggles. These reports made it very clear that the attacks we are facing are national and international in scope, not just “Rahm-blems.” CTU President Karen Lewis and Kimberly Bowsky, a teacher at Seward Elementary, both addressed plenaries that were attended by the entire conference.

Conference participants described the event as: “amazing,” “inspirational” and “enlightening.” We hope that you can join us for future conferences or for one of the smaller Day Schools that Labor Notes hosts around the country between the biennial conferences. Stay tuned for more details. ■

Debby Pope works in the CTU grievance department.

TRINATIONAL CONFERENCE IN DEFENSE OF PUBLIC EDUCATION

By Jackson Potter

The Chicago Teachers Union hosted the 20th anniversary of the Trinational Conference in Defense of Public Education from May 9-11, 2014. Nearly 200 delegates from across the U.S., Canada, Mexico, Chile and as far as Japan, participated. The Trinational is an informal coalition that brings together people primarily from the three NAFTA countries. When the coalition formed in 1994, the teacher union activists involved knew that it was only a matter of time before the privatization unleashed by NAFTA would come after public education. Participants have met in one of the NAFTA countries every second year since then.



A series of eight workshops helped delegates conclude that we must collectively oppose the abuse and misuse of standardized exams and committed to share research, provide solidarity and support to one another, and engage in joint actions during the next two years. ■

Jackson Potter is CTU Staff Coordinator.

On the first day of the conference, delegates toured the Little Village School of Social Justice where CTU members shared the creation of the school from a 19-day hunger strike led by neighborhood moms and their pedagogical approach that includes the classical, the critical and the community. The group then proceeded to deliver letters to the Mexican and Canadian consulates and the U.S. Department of Education demanding adequate funding for public education and an end to privatization efforts.

CTU President Karen Lewis spoke on the opening panel for the conference along with president Jim Iker



Retiree Luncheon 2014

Photography by Ronnie Reese









SUMMER READS

FIVE NEW BOOKS PUT CTU AT THE CENTER OF TODAY'S EDUCATION STRUGGLES

By Nathan Goldbaum



THIS QUICK STUDY in the 2012 Chicago Teachers Union strike draws out a surprisingly broad array of lessons and examples for a book that reads so quickly and engagingly. Micah Uetricht is currently the online editor of Jacobin Magazine (jacobin-mag.org) and has reported for several years on the Chicago and national labor movement. Lois Weiner calls it, “A wonderfully readable, smart account of the CTU’s transformation into a democratic, militant union that with its community partners took on Chicago and the nation’s power elite.” *Verso Books*, Paperback (128 pages) and ebook.

cratic, militant union that with its community partners took on Chicago and the nation’s power elite.” *Verso Books*, Paperback (128 pages) and ebook.

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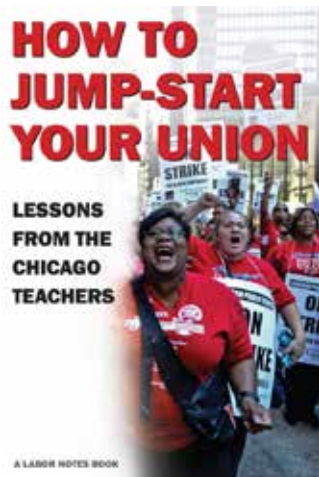
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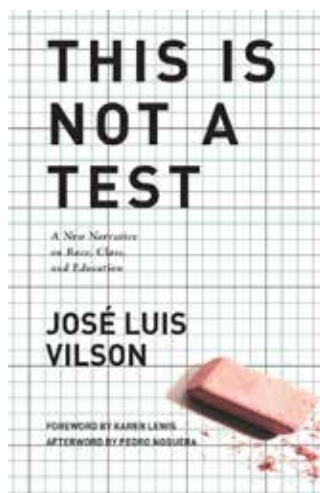
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LABOR NOTES

LaborNotes.org



THE GOOD FOLKS at Labor Notes are known not only for reporting on union activism, but for writing practical books on how to build rank-and-file power in your union. Here, a team of editors and writers from Labor Notes takes the Chicago Teachers Union as a model for transformation and draws specific lessons on how to transform any union to make it more democratic, responsive and powerful. It combines insightful analysis with practical advice. *Labor Notes*, Paperback (232 pages).



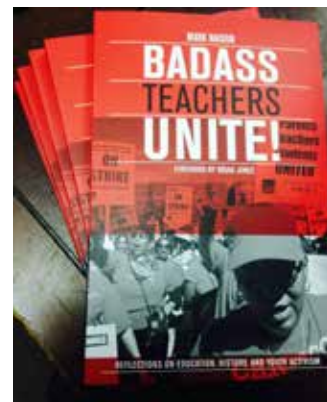
THE COMING-OF-AGE STORY of a naïve young man struggling to mature through the first few years of his career, balancing the lows of murder, poverty, and academic failure to the highs of growth and eventual triumph tells an uncommonly engaging story of teaching. Vilson’s career takes a twist when he starts a blog with incisive commentary on the state of education on his eponymous blog TheJoseVilson.com. In his collection of multifaceted essays, he provokes discussion on issues of race, gentrification, and the teaching profession from the eyes of a Black-Latino educator with a mix of research and first-hand experience. With an introduction by Karen Lewis. *Haymarket Books*, Paperback (220 pages) and ebook.

ing profession from the eyes of a Black-Latino educator with a mix of research and first-hand experience. With an introduction by Karen Lewis. *Haymarket Books*, Paperback (220 pages) and ebook.

FROM THE overwhelming strike authorization vote that overcame anti-union legislation to repeated mass marches and protests, Lee Sustar interviews both officers and rank-and-file members of the Chicago Teachers Union to tell the story of how teachers were determined to make our voices heard in response to corporate-driven education reform. Lee Sustar is labor editor for Socialist Worker/SocialistWorker.org. His writings on economics and international affairs have appeared in the *International Socialist Review*, *New Labor Forum*, *Znet*, *Counterpunch* and other publications. *Haymarket Books*, Pre-order Paperback (220 pages) and ebook.



MARK NAISON is professor of African American studies and history at Fordham University. He is author of many books and articles including *Communists in Harlem During the Depression* and *White Boy: A Memoir*. The founder of the Bronx African American History project, Naison has emerged in the last five years as a passionate defender of America’s public school teachers and students, founding groups like *Dump Duncan*, the *Teachers Talk Back Project*, and most recently, the *Badass Teachers Association*. *Haymarket Books*, Paperback (200 pages) and ebook.



CHICAGO INTERNATIONAL CHARTER SCHOOL

He didn't think he could pay for college
Now colleges are paying him with academic scholarships

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Committed to Greatness

College-prep charter school | Longer school day and year | Robust after-school activities

SELLING 'CHOICE'

MARKETING CHARTER SCHOOLS IN CHICAGO

By Christopher Lamberti, Ph.D.

A mother of a Chicago Public Schools student finds a seat on a Chicago Transit Authority train on her way home after a long day at work. She settles in and her eyes meet a “car card” advertisement across the aisle. The ad depicts a young man, dressed in a crisp white shirt and tie, seated at a desk and writing intently above a tagline that reads: “Committed to Greatness.” To the left is the Chicago International Charter School (CICS) logo, adjacent to the claim: “He didn’t think he could pay for college, now colleges are paying him with academic scholarships.” In smaller, fainter type below the graphic are a few words about the institution: “College-prep charter school | Longer school day and year | Robust after-school activities.”

Other than these, the ad makes no real claims—only powerful suggestions to this CPS parent concerning her child. And if she’s feeling impulsive, the ad makes it easy for the mother on the train to apply, urging her simply to text “SUCCESS” to the number given.

Of course, the ad fails to mention some relevant information, like CICS recently had to “turnaround” several of its campuses for chronic low performance; or that college enrollment data for CICS schools isn’t much better than district average. In short, the ad doesn’t tell this mother that Chicago International Charter School isn’t any better than her child’s neighborhood school. The only real difference is that her neighborhood school doesn’t advertise.¹

1 Rebecca Harris, “Washington Park Charter School gets ‘Turnaround,’” *Catalyst Chicago*, September 13, 2011, accessed February

CHARTER SCHOOL MARKETING

The Chicago International Charter School advertisement was developed by a marketing firm called The Grossbauer Group, a company that has designed campaigns for several Chicago charter schools. The Grossbauer website includes testimonials from CICS staff with “Communications” and “External Relations” job titles, professing the marketing agencies’ effectiveness at creating “best-in-class design and technology supporting our marketing and communication efforts,” and an “aesthetic appeal” that helps to “advance the brand identity.”²

Education was once considered too important to be left to the whims of the marketplace. However, following a dangerous political shift, schooling has become a commodity to be bought by parents and sold by businesses operating as charter schools. As a result,

27, 2014, <http://www.catalyst-chicago.org/notebook/2011/09/13/washington-park-charter-school-gets-turnaround>; College enrollment data collected annually by the National Student Clearinghouse and obtained by Chicago Teachers Union through a Freedom of Information Act request.

2 “Clients,” The Grossbauer Group, accessed February 27, 2014, <http://www.grossbauer.com/Grossbauer-Group-clients.php>; “Chicago International Charter School,” The Grossbauer Group, accessed February 27, 2014, <http://www.grossbauer.com/custom-CMS-and-magazine-design.php>; “ChicagoQuest,” The Grossbauer Group, accessed February 27, 2014, <http://www.grossbauer.com/chicago-brand-strategy-integrated-marketing.php>.

education has been dragged into the cynical world of product marketing.

While traditional public schools have done little in the way of advertising and public relations, charter schools have been paying professionals to build their school brands and develop aggressive marketing plans. That’s because, as a report by the Director of External Relations at the National Charter Schools Institute tells charter operators, “to be successful, your charter school will likely have to market itself.”³

“The fact is, charter schools are in a competitive market, with several other status quo organizations both seeking to raise their own level of visibility, and potentially even undermining yours,” the National Alliance for Public Charter Schools (NAPCS) warns its members in its *Charter School Communications Playbook*. “In order for the charter school movement to succeed, it is essential that the public understand what charter schools are and have a favorable opinion of them.”⁴

CONTINUED NEXT PAGE

3 Penny Davis, “How to Market Your Charter School Like a PR Pro: Using Earned Media,” *National Charter Schools Institute*, August 2007, accessed February 27, 2014, http://www.gvsu.edu/cms3/assets/8D75A61E-920B-A470-F74EFFF5D-49C6AC0/forms/boardmembers/resources/how_to_market_your_charter_school_like_a_pro.pdf, 1.

4 The National Alliance for Public Charter Schools (NAPCS), “Charter School Communications Playbook,” December 2008, accessed February 27, 2014, <http://www.napcs.org/charter-school-communications-playbook>.

TARGETING THE NEWS MEDIA

“For the charter school movement, news media coverage is the single most important influencer of public opinion.” –National Alliance for Public Charter Schools (NAPCS), *Charter School Communications Playbook*

In order to create a positive public image, charters seek something called “earned media”—positive news coverage that charters actively work to get by creating and pitching newsworthy stories, events or announcements to news outlets in their area. This form of advertising is “not only free,” according to a charter marketing report, it is “generally considered to be more objective by the consumers.”

The NAPCS instructs charter advocates “to help journalists shape the way that charter schools are either positively or negatively viewed” by contacting them frequently with news of their school and more. “Give reporters the impression that you’re following their work,” the *Charter Playbook* reads. “If you send information to a reporter regularly, sooner or later you will get coverage.”

Charters are not to approach journalists haphazardly and the dialogue should be carefully crafted. The NAPCS emphasizes the importance of a designated media contact with “the organization’s key charter school messages committed to memory. ... [and] able to roll off her or his tongue.” “The spokesperson should be disciplined and discerning,” according to the *Charter Playbook*, “Sometimes it is important that this person recognizes what not to say.”

Marketers encourage charters to develop press kits and stage events that include “news & media-worthy partners” such as “elected and education officials, artists, celebrities, and community partners.” For example, enticing celebrity musician Yo-Yo Ma to attend the first day of classes

at University of Chicago Charter School Woodlawn Campus was an “earned media” event that resulted in positive coverage for the school in the *Chicago Defender*.

Yo-Yo Ma helps students at South Side charter school kick off new year

Defender Staff Report

Celebrated cellist Yo-Yo Ma paid students, faculty and staff at the University of Chicago Charter School Woodlawn Campus a visit earlier this month. With the start of a new school year just underway, the Grammy Award-winning musician stopped by to encourage students to explore their imagination and cultivate their passions.

“A performer, just like a teacher, works to do something meaningful to make something alive in some-

one else so that person can connect and do something with it,” the 54-year-old world-renowned Classical artist told the students.

He told the students about how imagination can fuel big, breakthrough ideas. In comments to the teachers and other staff, Ma explained out educators can develop rich and sophisticated imaginations using the visual arts and music throughout the curriculum.

Ma, who also played at Barack Obama’s inauguration, has made some 75 albums and is one of the best-selling Classical artists.



Cellist Yo-Yo Ma, second from right, talks to students at The University of Chicago Charter School Woodlawn Campus. The award-winning Classical musician visited the school last week to inspire students to use their imagination and encourage teachers and staff their to cultivate it through curricula that includes the arts. *Photo: David Rogers*

30 | Chicago Defender • ChicagoDefender.com • September 15-21, 2010

While charters across the city have engaged in marketing their schools through the media, perhaps no school has done it more effectively than the Noble Network. For example, the February 24, 2014, issue of *Crain’s Chicago Business* featured Noble charters in a front page story titled “School Nobility,” giving many of the school’s backers from the corporate world ample column space to expound upon the Noble “movement.”

—Chris Lamberti

¹ NAPCS, “Charter School Communications,” 2.

² Davis, “How to Market,” 1.

³ NAPCS, “Charter School Communications,” 24.

⁴ *Ibid.*, 25.

⁵ “Inspire & Impact”: “Yo-Yo Ma Helps Students at South Side Charter School Kick Off New Year,” *Chicago Defender*, September 15-21, 2010, 30.

⁶ Lynne Marek, “School Nobility,” *Crain’s Chicago Business*, February 24, 2014, 1, 8.

SELLING CHOICE CONTINUED

Whereas charter schools do not have a magic formula for improving public education, by using professional marketing plans to sway public opinion, they do have a formula for convincing people they are magic.

STRATEGIES

By studying online resources available to charter schools, it’s clear that charters use marketing to create customers for their schools not by helping parents make rational choices, but by appealing to values through messages that make charters feel like fresher, better alternatives to traditional public schools.

Like ball-point pens or canned soup brands, the market for schools has become flooded with products that are pretty similar. Therefore, marketing agencies discourage charter operators from focusing ad campaigns on their schools’ “functional” benefits, or what differentiates a particular charter school from its competitors. Instead, charter schools are supposed to create messages that “appeal to the audience’s ‘pathos’ or emotion, sympathies and imagination.” This will lead to “a stronger brand and stronger customer relationship” marketers say.⁵

Emotional messages are intended to be personal, anecdotal and to “let people know that real children are being impacted because of the presence of charter schools.”⁶ In one school marketing presentation titled “Inspire & Impact,” a seasoned charter marketing firm offers this example of an emotional message for “X Charter”:

The Only Thing We Don’t Respect? Status Quo.

Anna Lopez couldn’t read last year. This year, she scored in the top 5% of the country. We’re not betting Anna will change the world, we’re making sure of it.⁷

www.larsonpr.com/download_resources/playbook112408.pdf, 2, 5.

⁵ NAPCS, “Charter School Communications,” 43; Bob Clark, “Consumer Needs – Functional or Emotional?” 24K Marketing, September 15, 2011, accessed February 27, 2014, <http://24kmarketing.com/2011/09/consumer-needs-functional-or-emotional.html>.

⁶ NAPCS, “Charter School Communications,” 43.

⁷ “Inspire & Impact: Results Through Marketing,” Charter School Tools, accessed February 27, 2014, <http://www.charterschooltools.org/tools/InspireImpactPresentation.pdf>.

In order to tap into emotions, marketers spend a lot of time considering values, or the principles and beliefs of their intended audiences. According to Patty Kennedy, CEO of Kennedy Spencer: “I really can’t emphasize enough the importance of identifying and leveraging an audience values...Miss the values – and talk simply about the greatness that is your school – and you’ll miss the mark.” Once the values are identified, charters are urged to create campaigns that start with a “big bang,” that “excite audiences,” and make them “feel alive”—in other words, campaigns that evoke powerful emotional responses.⁸

SELLING THE NOBLE MYTH

While charters across the city have engaged in marketing their schools to the public, perhaps no school has done it more expansively and effectively than the Noble Network.⁹ As a result, Noble charter schools have become shining examples of school success among politicians and in the media. For these influential parties, “Noble” and “high-quality” education have become synonymous.

“This page supports quality charter schools but not blindly. ... We ... support the expansion of proven, high-quality charters such as Noble Street.” –*Chicago Sun-Times*¹⁰

“For the past 15 years, Noble has consistently provided a

high quality public education option to countless families in our great city.”
–Chicago Mayor Rahm Emanuel¹¹

Noble is a client of a marketing agency called Harp Advertising, a company that describes “powerful brand development” as an area of expertise and offers internet marketing plans that include “an optimum mix” of email marketing, search engine optimization, social media marketing, banner ads and Pay Per Click. Also, Noble uses a web development company called Title XI, which recently led a redesign of Noble Network websites. On the Table XI website, Noble’s External Affairs Coordinator praised the new websites for providing “crucial momentum for a new marketing strategy and capital campaign that we launched in the past year.”¹²



Be Noble.

Noble recently sent a targeted email advertisement to the entire faculty at a neighborhood public high school through teachers’ CPS mail accounts, urging them to apply to be Noble teachers. Last year, the Noble Network spent \$225,284 in “teacher advertising and recruitment,” up from \$177,912 in 2012.

THE NOBLE PITCH

Much of the fanfare surrounding the Noble Network is a result of persuasive marketing that reduces education at Noble schools to a few simplified claims, personal anecdotes and memorable catchphrases. Take, for example, the school’s famous slogan: “Be Noble.” Hear it and words like “high-minded,” “principled,” “honorable” or “meritorious” come to mind. Audiences see the words in bold, assertive letters, coupled with photos of happy students doing schoolwork or the Chicago skyline in silhouette, and they are moved to imagine that Noble schools elevate troubled adolescents and our entire city. Who would dare not “Be Noble”?¹³

The message is self-satisfying, but there is very little substance to support the spirit of this ad campaign. In fact, there is nothing noble about harsh disciplinary policies and heavy fines (only recently discontinued), high rates of expulsion, counseling out severely disabled students, an ACT test-prep driven curriculum and lower teacher pay—all serious concerns with the Noble model.¹⁴

8 Patty Kennedy “Charter Schools Get Smart About Marketing,” Charter School Tools, accessed February 27, 2014, <http://www.charterschooltools.org/tools/KSmarketing.doc>; “Inspire & Impact.”

9 For example, the February 24, 2014 issue of *Crain’s Chicago Business* featured Noble charters in a front page story titled “School Nobility,” giving many of the school’s backers from the corporate world ample column space to expound upon the Noble “movement.” Lynne Marek, “School Nobility,” *Crain’s Chicago Business*, February 24, 2014, 1,8.

10 “Build on Successes of Charter Schools” (Editorial), *Chicago Sun-Times*, December 3, 2012, 23.

11 “Mayor Rahm Emanuel and Noble Celebrate New School Ground Breaking,” Noble Network Press Release (ND), accessed February 27, 2014, http://www.noblenetwork.org/sites/default/files/images/noble_itw_groundbreaking_press_release.pdf.

12 “Noble Network of Charter Schools,” Harp Advertising + Interactive, accessed February 27, 2014, http://www.harpinteractive.com/_creative_portfolio/noble_network/; Kathryn Achenbach, “Noble Websites Make the Grade,” The Table XI Blog, January 28, 2013, accessed February 27, 2014, <http://www.tablexi.com/blog/2013/01/noble-websites-make-the-grade/clients-2/>.

13 Noble emails to teachers on February 14, 2014 obtained by Chicago Teachers Union; “2013 Audit of Noble Network of Charter Schools, Subsidiary and Affiliate,” Noble Network of Charter Schools, accessed February 27, 2014, http://www.noblenetwork.org/sites/default/files/images/nncs_-_fy13_audited_financial_statements_-_short_form.pdf.

14 “Students, Parents Protest Noble Network School Discipline Policy,” CBS Chicago, February 13, 2012, accessed February 27, 2014, <http://chicago.cbslocal.com/2012/02/13/students-parents-protest-noble-network-school-discipline-policy/>; Noreen S. Ahmed-Ullah and Alex Richards,

SELLING CHOICE CONTINUED

As part of its marketing message, the school makes conditional statements and presents them as standalone facts. For example, on its website Noble claims to utilize a “proven model [for] high quality high school education in an urban environment.” But this depends on how “high quality” is defined. Noble boosters point to test scores as a primary measure of success, but higher scores come as a result of a) greater control over which students attend Noble, and b) overemphasis on high-stakes test taking in the classroom, which comes at the expense of critical thinking and social engagement skills.¹⁵

“Charter schools’ expulsion rate vastly higher than rest of CPS,” *Chicago Tribune*, February 26, 2014, accessed February 27, 2014, http://articles.chicagotribune.com/2014-02-26/news/ct-chicago-schools-discipline-met-20140226_1-andrew-broy-charter-schools-district-run-schools; For counseling out see Karp, S. “The right choice?” *Catalyst Chicago*, April 4, 2012; Carol Caref et al., “Privatization: The Black & White of Education in Chicago’s Public Schools,” *Chicago Teachers Union*, November 30, 2012, accessed February 27, 2014, <http://www.ctunet.com/root/text/CTU-black-and-white-of-chicago-education-1.pdf>, 35-7; For teacher pay see Tim Novak and Chris Fusco, “Inside Bruce Rauner’s Charter Schools,” *Chicago Sun-Times*, February 4, 2014, accessed February 27, 2014, <http://www.suntimes.com/25222109-452/inside-bruce-rauners-charter-schools.html>.

15 “The Noble Difference Campaign,” Noble Network of Charter Schools, accessed February 27, 2014, <http://www.noblenetwork.org/about-noble/campaign-expansion>; Caref et al., “Privatization,” 35-6.

NOBLE NETWORK HAS COLLECTED THOUSANDS IN DISCIPLINARY FEES FROM LOW-INCOME PARENTS. NOBLE MARKETERS PRESENT THIS AS “ACCOUNTABILITY”

Noble boasts about “hard work, discipline and high expectations” to potential customers on its website, but fails to mention, much less justify, the means to these ends. Noble schools rely on an excessively punitive system of suspensions and, until recently, cash fines for any minor misbehavior. The school was mentioned by name in a *Chicago Tribune* article on criticism for “zero-tolerance” approaches to discipline in charter schools after a recent report found that the Noble Network had collected hundreds of thousands of dollars in disciplinary fees from

low-income parents. Noble marketers call this demanding a “high degree of accountability” from students; it also could be called creating a culture of fear in its schools.¹⁶

There is something extremely troubling about a charter network funded by mostly wealthy white donors and staffed by mostly white administrators adopting a system of extreme discipline and behavioral conformity to educate students of color—and it has a history. From colonial missionaries to American slavery, to Indian boarding schools and reflected in films like *Birth of a Nation* and *Gone with*

16 “Noble’s Approach,” Noble Network of Charter Schools, accessed February 27, 2014, <http://www.noblenetwork.org/about-noble/noble-difference>; Noreen S. Ahmed, “CPS Wants to Ease Disciplinary Policy at Charters,” *Chicago Tribune*, Feb 7 2014, accessed February 27, 2014, http://articles.chicagotribune.com/2014-02-07/news/ct-suspension-chicago-schools-met-20140206_1-discipline-policy-student-suspensions-charter-schools.

the Wind, white elites have sought submissive behavior from historically subjugated groups and argued for the need to impose a system of discipline on other peoples that they imagine as unruly, dangerous and self-destructive. Even if intentions are good, scholars have shown that underlying motives include the alleviation of white fears and the maintenance of white power.¹⁷

A closer reading of the Noble message reveals a charter school network that endorses personal as opposed to community-based values. Noble promotes the principles of the business world, which are individualistic (e.g. reaching my potential) and hierarchical (e.g. learn to be a leader) rather than socially-conscious (e.g. what’s best for all of us?) and egalitarian (e.g. we’re all created equal). Noble wants to build leaders rather than team members. It’s a system rooted in competition not cooperation. Is this the kind of world we want to teach our children to be a part of and grow?

CHARTERS AND THE FREE MARKET

Charter schools promote a culture of competition rooted in business practices, but not “free market” competition as charter school boosters would have us believe.

There are all sorts of reasons why “more choice” and “right to choose” (code for the surrender of the collective education of American children to private interests in the consumer marketplace) are bad ideas when it comes to schools. But for a moment, let’s

17 There is now a whole field of scholarship devoted to this history known as “whiteness studies,” which began with David R. Roediger, *Wages of Whiteness: Race and the Making of the American Working Class* (New York: Verso, 1991); See also Joel Spring, *The American School 1642-2000* (Fifth Edition), (New York: McGraw Hill, 2001) 38-40, 172-76; “The Birth of a Nation and Black Protest,” Roy Rosenzweig Center for History and New Media, accessed February 27, 2014, <http://chnm.gmu.edu/episodes/the-birth-of-a-nation-and-black-protest/>.

BE NOBLE.

imagine that the right to choose a school would be better for everyone based on the “free market” principles that many charter advocates like to call upon. Even as far as this is concerned, practice has fallen woefully short of theory.

According to theorists, the “free market” is supposed to improve services for all through uninhibited competition for customers making rational choices based on perfect information. The market for schooling is no exception. As education policy researchers Natalie Lacireno-Paquet and Charleen Brantly write:

“Applying an economic rationale to schooling, choice policies adopt principles of the marketplace... including that parents will choose the best school (frequently defined as academically superior), that there is abundant information on which to base a decision, and that competition can and will work as intended.”¹⁸

But charters are manipulating the market in two critical ways: by trying to trigger emotional choices through marketing (as we have seen in this report) and by withholding or obscuring information that should be available to the public. (For example, charter schools are not placed on “probation” no matter how poorly they perform, and so they avoid the stigma.)¹⁹

18 Natalie Lacireno-Paquet with Charleen Brantly, “Who Chooses Schools, and Why?” The Great Lakes Center for Education Research & Practice, January 2008, accessed February 27, 2014, http://greatlakescenter.org/docs/Policy_Briefs/Lacireno-Paquet_Who%20Chooses%20Schools.pdf.

19 Charters are not evaluated the same way as CPS schools nor are they required (or do they offer) to provide the same data to the public. The clandestine operations of Chicago charter schools have been covered at length by Ben Joravsky. See for example, Ben Joravsky “Charter School Operator Won’t Say How it Spent Your Tax Dollars,” Chicago Reader, December 17, 2013, accessed February 27, 2014, <http://www.chicagoreader.com/chicago/charter-schools->

After studying charter school enrollment and test scores, a local journalist recently concluded: “Basically, all charter schools have gained students, no matter the quality of their education.” Another study in Milwaukee on “school choice” revealed that school parents “make their choices based on concerns about issues other than academics.” Charter school marketing has pushed parents to make emotional decisions based on imperfect information—or a total inversion of the basic free market principle.²⁰

CHARTERS MANIPULATE THE “FREE MARKET” IN TWO CRITICAL WAYS: THROUGH EMOTIONALLY CHARGED MARKETING AND BY OBSCURING KEY FACTS THAT SHOULD BE AVAILABLE TO THE PUBLIC.

The point here is not to advocate for a “freer” market, where neighborhood schools and charters compete on an equal plane. Marketing is just one example of why the business approach to schooling is wrong-headed. And it’s helping to advance the cause of schools like Noble, with objectives that are less about educating students and more about selling schools and growing market share.²¹

spending-foia-united-neighborhood-organization/Content?oid=11880450.

20 Daniel Hertz, “Market Approach’ to High Schools has Serious Drawbacks,” Catalyst Chicago, January 10, 2014, accessed February 27, 2014, <http://www.catalyst-chicago.org/news/2014/01/10/65193/market-approach-high-schools-has-serious-drawbacks>; Paul Thomas, “Why Advocacy and Market Forces Fail Education Reform,” Truthout, April 22, 2014, accessed February 27, 2014, <http://www.truth-out.org/news/item/618:why-advocacy-and-market-forces-fail-education-reform>.

21 It is Noble’s goal to raise \$30 million for new schools and to serve 15% of the district’s public school population by 2020. In 2013, Noble reported owning more than \$61 million

To realize its growth model, Noble executives have identified two areas of concern for parents and the media: test scores and school safety. They have improved these two aspects of schooling by whatever means necessary (to the detriment of other areas of education and student life), packaged it as “high quality” education, and sold it as “choice” to consumers and decision makers—all in the name of “free market” economic theory.²²

Building a marketable product, obstructing the flow of information, playing the media and employing marketing strategies that target human emotion all do not happen by accident. These are conscious manipulations of the market on the part of charter operators. The dirty business of selling charter schools is just more evidence that the “free market” approach to schooling is nothing but a rhetorical smokescreen meant to grow charters and hide a political agenda that is anti-labor and concerns the consolidation of civic power by business elites behind the charter school movement. ■

Chris Lamberti, Ph.D., is a researcher for Workers United.

in property—a 34% increase from 2012—and more than \$15 million in net assets, up from about \$7 million the year before. “2013 Audit of Noble Network of Charter Schools,” 3-6; “The Noble Difference Campaign.”

22 Noble schools continually stress a “safe environment” and a “sense of safety” in their schools. For example, the introduction to the 2011 Noble Network Annual Report claims “we are proving that if you give students a safe environment conducive to learning, any student can succeed regardless of background or circumstances.” “Noble 2011 Annual Report,” Noble Network of Charter Schools, accessed February 27, 2014, http://www.noblenetwork.org/sites/default/files/images/2011_noble_ar_v21.pdf; Noble’s focus on ACT scores have been discussed in this paper, for more detail see Caref et al. “Privatization,” 35-6.



Summer 2014 Professional Learning Opportunities

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.

See individual course offerings for registration deadlines. Registration online at ctunet.com/pd

Integrating Art in the School Curriculum: Critical Links to Learning

(2 CPS Lane Placement Credits/30 CPDUs)

This course is designed for pre-K through 12th grade non-art teachers who are seeking strategies for including the arts in their curriculum implementation. It provides critical links to learning in the arts and other academic areas including connections between arts learning and achievement in reading, writing, social science, science and math. **This course is aligned to the CPS Framework for Teaching: Components 1a, 1c, 1d, and 1e, (Demonstrating Knowledge of Content and Pedagogy, Selecting Learning Objectives, Designing Coherent Instruction, Designing Student Assessment); Components 3a, 3c, 3d, and 3e (Communicating with Students, Engaging Students in Learning, Using Assessment in Instruction, Demonstrating Flexibility and Responsiveness); and Components 4a, 4d (Reflecting on Teaching and Learning, Growing and Developing Professionally).** Instructor - Linda Comminos, Ed.D, NBCT.

Dates: June 18 - 20, 2014, (Wednesday-Friday) and June 23 & 24, 2014, (Monday & Tuesday) - Attendance at all sessions is required for credit.

Time: 9 a.m. - 4:30 p.m.

Location: Manley Career Academy H.S., 2935 W. Polk, Chicago, IL, 60612

Parking: School parking lot

Registration Deadline - June 12, 2014

Integrating Chicago's Visual Culture into the Curriculum

(2 CPS Lane Placement Credits/30 CPDUs)

This course will expose teachers to the professional development support resources of the Chicago cultural institutions. Teachers will uncover the authentic uses of museums as sites for extended teaching and learning experiences. Teachers will create a presentation highlighting their visits and the resources found during the visit. **This course is aligned to the CPS Framework for Teaching: Components 3a, 3b, 3c, and 3d (Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction); and 4d (Growing and Developing Professionally).** Instructor - Linda Comminos, Ed.D, NBCT.

Dates: July 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 2014 - Attendance at all sessions is required for credit.

Time: July 7 & July 18, 2014 only - 3:30 - 6:30 p.m.

Location: Chicago Teachers Union, 222 Merchandise Mart Plaza, Suite 400, Chicago, IL 60654 - (July 7 & 18 only)

Parking/Transportation -July 7 & July 18 only: After 3 p.m. parking - \$10 at MartParc Orleans, indoor self-park lot on the northeast corner of Orleans and Hubbard. (When exiting parking lot, walk one block south to the Merchandise Mart). No parking validation available. The Brown line comes into the Merchandise Mart.

Dates: cultural institution visits: July 8, 9, 10, 11, 14, 15, 16, 17

Time: cultural institution visits: 1:30 - 4:30 p.m.

Location: various cultural institutions. The locations for the cultural institution visits will be distributed at the first session, July 7, 2014.

Registration Deadline - June 26, 2014

Course Tuition

2 Lane Placement Credits and 30 CPDUs - \$130

30 CPDUs/PTPs only - \$100

2 Lane Placement Credits and 30 CPDUs - (non-member) - \$160

30 CPDUs/PTPs only - (non-member) - \$135

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

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



Summer 2014 Common Core Professional Learning Opportunities

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.

See individual course offerings for registration deadlines. Registration online at ctunet.com/pd

Mathematical Reasoning

(3 CPS Lane Placement Credits/45 CPDUs)

This course will provide K-12 teachers with a deep understanding of lesson design to engage their students in mathematical reasoning. The course is driven by the Common Core State Standards for Mathematics (K-12 content standards and the 8 standards for Mathematical Practice) that contribute to the teachers' daily instruction. **This course offering is aligned to the CPS Framework for Teaching: Components 1a and 1d (Demonstrating Knowledge of Content and Pedagogy, and Designing Coherent Instruction); Components 3b, 3c, and 3d, and (Using Questioning and Discussion Techniques, Engaging Students in Learning, and Using Assessment in Instruction); and Component 4d (Growing and Developing Professionally).** A book is required for this course. Instructor - Michael Moriarty, NBCT.

Dates: July 21, 22, 23, 24, 25, 28, 29, 2014 - Attendance at all sessions is required for credit.

Time: 9 a.m. - 4 p.m.

Registration Deadline: July 10, 2014

Teaching Struggling Adolescent Readers in the Era of the Common Core

(2 CPS Lane Placement Credits/30 CPDUs)

This course facilitates participants' growth in learning new ways to effectively support achievement in struggling adolescent readers through a variety of activities including: multimodal exploration of the causes that lead to struggling readers, engagement in gathering and interpreting multiple points of data to determine the differentiated needs of struggling readers, practice designing and facilitating CCSS aligned lessons, strategies and procedures that support the achievement of struggling readers. Through a teacher-as-student model, participants engage in the five strands of literacy (i.e. reading, writing, listening, speaking and viewing) and in individual, small-group, and whole-class activities that showcase best practices in English Language Arts instruction. **This course offering is aligned to the CPS Framework for Teaching - Components 1a, 1b, 1c, and 1d, (Demonstrating Knowledge of Content and Pedagogy, Demonstrating Knowledge of Students, Selecting Learning Objectives, Designing Coherent Instruction); Components 3a, 3b, 3c, 3d and 3e, (Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment in Instruction, Demonstrating Flexibility and Responsiveness); and Components 4a, 4b, and 4d (Reflecting on Teaching and Learning, Maintaining Accurate Records, Growing and Developing Professionally).** Instructor - Deidre Habetler, NBCT.

Dates: August 18, 19, 20, 21, 22, 2014 - Attendance at all sessions is required for credit.

Time: 9 a.m. - 4:30 p.m.

Registration Deadline: August 10, 2014



<u>Course Tuition</u>
3 Lane Placement Credits and 45 CPDUs/PTPs - \$195 45 CPDUs/PTPs <u>only</u> - \$150
3 Lane Placement Credits and 45 CPDUs/PTPs - (non-member) - \$225 45 CPDUs/PTPs <u>only</u> - (non-member) - \$200

2 Lane Placement Credits & 30 CPDUs - \$130 30 CPDUs/PTPs <u>only</u> - \$100
2 Lane Placement Credits & 30 CPDUs - (<u>non-member</u>) - \$160 30 CPDUs/PTPs <u>only</u> - (<u>non-member</u>) - \$135
Refunds for cancellation will be issued up to one week before the course begins.



Location for both courses: Chicago Teachers Union, 222 Merchandise Mart Plaza, Suite 400, Chicago, IL 60654.

Parking/Transportation: MartParc indoor self-park lot is on the northeast corner of Kinzie and Wells. No parking validation available. The Brown line comes into the Merchandise Mart.

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



Chicago Neighborhood Schools Picnic: Saturday, May 24, 2014. Sponsored by the Chicago Bad Ass Moms (BAMs), each sign represents a grave stone in a symbolic cemetery of closed neighborhood schools. The BAMs continue to fight on to save one of Chicago's most endangered species: the neighborhood school. PHOTO: Bob Simpson

Retiring? 2014

Chicago Teachers Union

RETIREMENT LUNCHEON

Your Union would like to acknowledge its members who have ended or will end their careers in education during the 2013-2014 school year. Please join us at a luncheon to show our appreciation for your service and commitment to the children of Chicago.

Date: Friday, June 20, 2014
Place: Maggiano's Little Italy
516 N. Clark Street
Time: Social Hour 11:30 a.m.
Luncheon 12:30 p.m.
Parking: Valet Parking – \$13.00

Due to space limitations reservations will be limited to the first 275 respondents. Phone reservations will not be accepted. Faxed reservations will not be accepted after June 12th.



Name _____ Last 4 #'s of SS _____
Home Address _____ Phone # _____
City _____ State _____ Zip _____ Guest name _____
Job Classification _____ School _____ Years of Service _____



Return this form along with payment for your guest to Carolyn Fulton, Chicago Teachers Union, 222 Merchandise Mart Plaza, Chgo., IL 60654. Retiring members attend free; **one** guest per retiring member may attend at a cost of \$35 (if space is available after the deadline you may pay for additional guests). Checks should be made payable to Chicago Teachers Union. **You may fax your reservation to 312-329-2513 if you are not bringing a guest.** A letter confirming your attendance will be sent after the registration deadline. For additional information call 312-329-6213.

2013

John W. Beard August 28, 2013 Retired
 Imogene C. Moody December 26, 2013 Raymond

February 2014

Helen G. Forester 4th Harte
 Evelyn Reffells 10th Morgan
 Russell T. Ford 26th Orr Comm Acad HS

March 2014

Lawrence Ester 12th Bryn Mawr
 Ismael Cuevas 15th Monroe
 Stanley R. Bank 17th Robeson HS
 Dorothy Nawojski 19th Bogan HS
 Barbara S. Madnick 19th Hope
 Allan G. Waldman 20th Palmer
 Irene Cage 21st Hartigan
 Irma L. Johnson 21st Crane Tech Prep HS
 Artimese D. Mills 21st Terrell
 Madeleine C. Johnson 24th Central Office
 James Muhammad 24th CB York Alt HS
 Charles F. Rayburn 29th Austin Comm HS
 Stanley F. Krzyzanowski 30th Chopin
 Penny Lynne Pixler 30th C-W Educ General
 John Digby 31st McKay
 Bobbie P. Womack 31st Bowen HS

May 2014

Lucille Cartolano 1st LaSalle
 Oalickal C. Varughese 1st Substitute
 Vertrelia F. Wells 1st Central Office
 Myrtle P. Cullnan 3rd Trumbull
 Glenda Griffin 3rd Hughes
 Clara B. Blair 4th Darwin
 Marion F. Cole 6th Shakespeare
 Shirley Dillard 6th Lincoln
 Ernest M. Grant 6th Central Office
 Thomascena J. Laws 6th Wadsworth
 Mary L. Morgan 7th Dawes
 Gladys B. Brown 8th Grime
 Margot M. Michalec 8th Whitney Young HS
 Armando A. Azusmendi 10th Whitney
 Stephen R. Carl 10th Hyde Park Acad HS
 Marcia Elaine Davis 10th Powell
 Clarice L. Johnson 10th Pulaski
 Elaine J. Share 10th Jahn
 Sheldon Williams 10th De Diego
 Elizabeth Glowczwski 12th Northwest Middle
 Charlotte Riordan 12th Wells HS
 Kevin Shapiro 12th Saucedo
 Charles L. Feeney 13th Central Office
 Marvin J. Pitluk 13th Central Office
 Marcellus Stamps 14th Carver HS
 Leola M. Oploh 15th Murphy
 Gerhard H. Goesmann 16th Manierre
 Judith E. Chambers 17th Monroe
 Bernice Perlman 21st Sabin
 Douglas Webster 22nd Spry
 Roberta Kellerman 25th Brentano
 William G. Earwaker 26th Hefferan

In Memoriam

April 2014

Raj K. Balu	1st	Lang & Cultural E
Benjamin D. King	1st	Mason
Evelyn S. Brinkley	2nd	Morgan
Marcia N. Yale	2nd	Schubert
Ola S. Adams	4th	Lee
Bluemke, Sharon Ann Adams	5th	Banneker
Vincent J. Gemino	6th	Bogan Tech HS
Lillian Schwartz	6th	Chicago Voc HS
Marjorie E. Rasmus	8th	Mayer
Gertrude Grossman	10th	Peirce
Estelle D. Pierre	11th	Williams
Sharon B. Subeck	11th	Hanson Park
Earle W. Turner	11th	Wadsworth
Jonnetta C. Benson	12th	Earhart
Elaine Hersey	12th	Taft HS
Frank J. Owens	12th	Jones HS
Raymond C. Principe	13th	Teacher Personnel
William J. Scheid	13th	Bogan HS
Sarah M. Lucas	14th	Carter
Patricia Paterson	14th	Mason Park
T-Imani Thomas-Ngabe	14th	Collins HS
Mary A. Czech	15th	Cardenas
Gladys Bhuiya	16th	Smyth
Marjorie A. Glick	16th	Von Steuben HS
Aaron T. Godfrey	16th	Parkman
Geraldine L. Bouie	17th	King HS
Sarah F. Kunkle	17th	Gage Park HS
Patricia Weller	17th	Brentano
L. T. Bonner	19th	Phillips
Larry J. Brown	20th	Dusable HS
Christine D. Fulford	20th	Woodson North
Diana Divita	21st	Waters Plgd
Lauren C. Parker	21st	Lane Tech HS
Linda G. Brookman	21st	Hyde Park Acad HS
Charles Dahlgreen	21st	Prosser HS
Elizabeth M. Hilton	22nd	Nobel
Rosa Fiduccia	24th	Washington
Mary Ann Carlisle	26th	Harper HS
Arlene Borde	26th	Ericson
Celia O. Carruthers	27th	Sherwood Frederick
L. Rabun	27th	Bass
Geraldine Butler	29th	Manley HS
Miriam Cammallarie	29th	Spalding HS
Marilyn G. Aldinger	30th	Hanson Park
Eudell Mckenzie	30th	Robeson HS
Evalyn Schiff	30th	Moos



Golf Outing

Monday, June 23, 2014

Silver Lake Country Club

147th Street & 82nd Avenue, Orland Park

**We can accommodate
188 Golfers & Large Groups**

Golfer's Check-In 8 a.m.

Continental Breakfast Provided

Shotgun Start: 9 a.m.

Course assignments based on first-come/first-served reservations



**Proceeds benefit Student
Special Assistance Fund**

Prizes will be awarded based on the Peoria Scoring System

- Prizes for Women's and Men's Divisions
- Prizes for longest drive, closest to the pin, and lowest scores
- Plus, fabulous golf and door prizes!

Cocktails/Open Bar 2-4 p.m. ● Dinner Banquet 4 p.m.

Golf Participants \$120 includes greens fees, cart, half-way stand & dinner (no refunds)

Dinner Banquet \$50 (Dinner reservations must be pre-paid - no refunds)

CTU GOLF OUTING RESERVATION FORM

Name _____ School/Organization _____

Address _____

City, State, Zip _____ Home Phone _____

Number of Golfers _____ Check One: \$110 for Golf, Activities & Dinner Banquet \$50 for Dinner Banquet Only

**SIGN UP
TODAY!**

Names of Golfers

1. _____
2. _____
3. _____
4. _____

oteg-743-cdf

MAIL TO: CTU GOLF OUTING/Attn: Carolyn Fulton • 222 Merchandise Mart Plaza, Suite 400 • Chicago, IL 60654-1016

**AL 1 AUSTIN-NORTH
LAWDALE**

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

**AL2 AUSTIN-NORTH
LAWDALE ELEMENTARY**

Egwuekwe Maxey,
Kelechi S.
Fullerton, Katrina
Hildreth, Iris E.
McKee, Valerie L.
Thrash, Rasheeda M.
Young, Joanne

**BP1 BURNHAM PARK
ELEMENTARY**

Blakey, Nina
Butler-Mitchell,
Paulette B.
Washington, Darlene

**BP2 BURNHAM PARK
ELEMENTARY**

Garcia, Chandra D.
Harper, Janelle I.
Hegwood, Catherine
Laws, Antoinette D.
Nze, Christian E.
Paranjape, Janak S.
Weems, Pricilla W.

**EG1 ENGLEWOOD-GRESHAM
ELEMENTARY**

Carrethers, Loreal S.
Franklin, Mark A.
Threlkeld, Selena M.

**EG2 ENGLEWOOD-GRESHAM
ELEMENTARY**

Davis, Victoria M.
Dixon, Edmund
Mangum, Marcus L.
Middleton, Gladys C.

FR1 FULLERTON ELEMENTARY

Berry, Tamica L.
Campbell, Deborah H.
Chavez, Lisa B.
Dixon, Karen E.
Jackson, Richard R.
Lee, John C.
Morris, Leanne D.
Muhlberger, Mireya
Padilla, Maria
Rivera, Anna M.
Vacco, Angela L.

FR2 FULLERTON ELEMENTARY

Aucutt, David
Brennan, Jennifer L.
Bruehl, Steven C.
Guzzo, Diane L.
Haga, Jonathan P.
Jacobson, Johanna T.
Kearns, Donald E.
Lena, Diane C.
Llanes, Cynthia
Lossin, Leah L.
Marshall, Jessica M.

FL1 FULTON ELEMENTARY

Arzuaga, Carlos A.
Maurello, Rosemary S.

Schiffert, Cory

FL2 FULTON ELEMENTARY

Beaulieu, Allison K.
Body, Jerline
Cupiccio, Allan
Minter, Toni M.
Reese-Clark, Vanessa B.

**FSS FAR SOUTH SIDE HIGH
SCHOOL**

Arredondo, David
Balsam, Loretta C.
Boughton, Patricia A.
Guterz-Kwaaning,
Tanisha R.
Rountree, Eric F.

**GH1 GARFIELD-HUMBOLDT
ELEMENTARY**

Debby, Heather A.
Farder, Dejernet M.
Greco-Serwa, Sandra M.
Wendorf, Lori S.

**GH2 GARFIELD-HUMBOLDT
ELEMENTARY**

Biancalana, Jodi L.
Gilson, Kathleen A.
Kruger, Christopher R.
Oneal, Chelita L.
Patel, Monika K.
Sidaway, Stephanie M.
Trentham, April L.
Watson, Joyce

**LC1 LAKE CALUMET
ELEMENTARY**

Ali, Jamillah M.
Coleman, Angela K.
Garner, Darnell J.
Grant, Lorrie A.
Jackson, Ashley M.
Mallory, Latasha I.
Melton, Wilene M.
Reddick, Rosemary
Spearman, Nicole N.

**LC2 LAKE CALUMET
ELEMENTARY**

Craig, Sharion D.
Curtin, Carolyn E.
Oliva, Melissa M.

ME1 MIDWAY ELEMENTARY

Finn, Nancy A.
Hester, Kamau L.
McMahon, Mary L.
Molaro Diaz, Miranda M.
Muir, Jeanine E.
Outlaw, Cassandra
Preciado, Diana
Sanchez, Mary E.

ME2 MIDWAY ELEMENTARY

Anderson, Eric E.
Bonds, Joyner E.
Contreras-Espinoza,
Jose A.
Dantes, Mauricia E.
Kos, Donna R.
Kosek, Suzanne D.
Krzak, Jennifer L.
Marquez, Maria L.
Shields, Darlean
Shine, Latoya N.

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

Hurtado, Erin M.
Incandela, Rosa R.

Kaplan, David B.
Maeda, Ann T.
Martin, Richard A.
Palomino Villamonte,
Walter
Plum, Keith R.
Searcy, Anna L.
Sloan, James

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

Arter, Amy B.
Bravo-Gonzalez, Mayra
Grays, Angela M.
Hungerford, Robert
O'Shea, Mary R.
Pedersen, Christian E.
Stephani, Joanne T.

OH1 O'HARE ELEMENTARY

Allison, David R.
Blaszczuk, Diane L.
Green, Shane R.
Hill, Donna A.
Irwin, Melissa L.
Miller, Patricia K.

OH2 O'HARE ELEMENTARY

Bischoff, Scott J.
Block, Caryn T.
Carroll, Jenell M.
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Graves, Kenneth R.
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