

**February 11, 2026, Agenda Review Committee Meeting Written Comments  
Received between Monday, February 9<sup>th</sup> and Thursday, February 12<sup>th</sup> Submitted  
via Written Comments Form**

1	<p>Good evening my name is A [REDACTED] A [REDACTED] and I am a student and a LSC Student Representative member at John Hancock High School.</p> <p>I'm here to request that the Board place specific discussion items on the next agenda. My goal is not to propose new rules, but to ask for clarity and oversight regarding how existing policies are being applied at the school level.</p> <p>First, I'm requesting an agenda item to discuss the application of existing student forum guidelines, specifically how forum dates and participation options are determined when a student is unable to attend on the scheduled date. While current guidance allows the principal to set the forum date and provides an alternative such as virtual participation, this year a student was effectively unable to participate, and efforts to explore fair accommodations and rescheduling to a fairer date were discouraged. I'm requesting discussion on how existing rules can be applied in a way that ensures access and fairness for all students in special cases such as my school.</p> <p>Second, I'm requesting an agenda item to discuss compliance with existing LSC vacancy procedures, including timelines for filling vacant seats. In my school's case, a teacher representative seat has remained vacant for several months after a special election was held. I understand the board must review this teacher but I asked the board to discuss it once more to ensure a full LSC at my school which is crucially needed. Also a community member vacancy was delayed for approximately two months due to repeated tabling. Although the community seat has since been filled, the delays raise concerns about how vacancy rules are being followed in practice. I'm requesting discussion on expectations for timely compliance and oversight.</p> <p>Third, I'm requesting an agenda item to discuss the implementation of the student representative role under existing governance policies, including how student representatives are expected to raise concerns and how those concerns are handled when they involve procedural or access issues. The goal would be to ensure that student representatives can fulfill their roles as intended under current guidelines without being discouraged from participation.</p> <p>I'm requesting that these items be placed on the agenda for discussion and clarification of policy application, not for disciplinary action or rule changes. I appreciate your consideration.</p> <p>Thank you.</p>
2	<p>Dear President Hardin, Members of the CPS Board, and Network Leadership,</p> <p>I am writing as a ChiArts parent to express concern and disappointment that ChiArts does not currently appear on the February Board agenda, and to respectfully ask that it be added.</p> <p>My daughter, M [REDACTED] is a [REDACTED]-year student at ChiArts. In just one year, this school has become the place where she has finally been able to thrive—as an artist, as a scholar, and as a whole person. ChiArts has given her rigor, belonging, mentorship, and the confidence that comes from being taken seriously for who she is and who she is becoming.</p> <p>To have the Conservatory model that makes this possible diminished or destabilized after only one year is unthinkable. [REDACTED]-year families like ours made a leap of faith in CPS and in ChiArts, trusting that the program we chose for our children would be protected and sustained. That trust matters.</p> <p>At the January Board meeting, Dr. Macquiline King, Ed.D., Interim Superintendent/CEO, committed to providing an update on funding for the ChiArts Conservatory by the end of February. That commitment has been an important source of reassurance for families and staff navigating this transition.</p> <p>The request is simple and urgent: a permanent, recurring CPS investment of \$3 million to sustain the ChiArts Conservatory model and protect the specialized staff and teaching artists who make it work, alongside additional funding to equitably expand access to high-quality arts education across the district.</p>

I respectfully ask that ChiArts be added to the February agenda so the Board can provide the promised update and clarify how these investments will move forward. This clarity directly affects enrollment decisions, staffing, and student stability heading into the 2026–27 school year.

For my daughter—and for hundreds of students like her—this is not an abstract policy discussion. It is about stability, trust, and whether the environment that has helped her flourish will still be there.

Respectfully,  
Lisa Miranda  
ChiArts Parent

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- 3 Hello, I am writing about the overcrowding at Haugan elementary. As one of the educators who is in a science closet I greatly appreciate more space for my students to work. I think co-location is the cheapest option to make this happen. I have read about the recommendations of dividers and such but this will cost a lot more.
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- 4 I am writing on behalf of Haugan Elementary in Albany Park. Haugan serves PK- 8th grade students and aims to be a quality neighborhood school. I am both a teacher and a parent at Haugan. My daughter is in kindergarten with 29 other students, in a class with wonderful teachers but way too many students for the limited space. I teach a room of bright, inquisitive third graders and we also have limited space to move and learn. I know some potential solutions have been mentioned such as dividers and building walls, but I want to emphasize how these are simply band-aids on a much larger issue. Students DESERVE and NEED space to learn. They need to be able to get up and work with a partner on the other side of the room without struggling to move around. They need to be able to move their body as they learn best kinetically. We deserve to teach the WHOLE child and we need the space to do so. Combining classes or simply putting up dividers so not help the situation as they still offer limited space and its way louder. This means kids are still distracted and Haugan is not able to give the high-quality education we desire with such space constraints. All we ask is that we be allowed to have the space to implement high-quality lessons and social emotional team building activities. Truthfully, the idea of using the Leland building, that used to be used by Aspira Charter, would be a wonderful option for our middle school. Students in the upper grades don't have lockers, adequate space and the freedom to grow that co-locating will provide. Please consider our proposal to share the space, it would truly enhance our abilities to provide high-quality education to our students in the neighborhood. They deserve it!!!
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- 5 I am a Bilingual Special Education Teacher at Haugan Elementary. I'm writing to share the challenges I am facing due to overcrowding at our school. I am currently a co-teacher in a kindergarten inclusion classroom with 30 students. This number exceeds the recommended cap for this grade level. The room includes 7 students with Individualized Education Plans. These students require small group support in both math and reading to ensure their success in both the kindergarten curriculum and in meeting their IEP goals. Because the classroom is so crowded, and because of the noise and distraction of so many students, I have to pull my students out into the hallway to work with them. This is far from ideal because the hallways can also be noisy and distracting. More seriously, I currently have a student in my gen-ed inclusion class whose IEP provisions are not being met. He was in a cluster kindergarten at his previous school, and they exited him from that program and gave him a new IEP dictating a Resource setting for all the Math and Literacy blocks. However, the early primary resource rooms at Haugan are already at capacity, so they cannot accommodate him. As a result, he has been in a gen-ed classroom, in violation of his IEP, for the past week. Haugan would qualify for another SpEd teacher to lead a new resource room, but we have NO additional space in which to set up such a room. CPS leaders have suggested turning a teacher's lounge into a classroom or using room dividers to create two classrooms out of one. To me, these suggestions are insulting and discriminate against our neediest students. First, we are a large school with a proportional staff, many of whom do not have their own classrooms. These individuals need a room in which to spend their breaks and eat their lunches. Second, anyone who suggests trying to teach two separate classes in one physical classroom with nothing but a room divider in between the two has clearly never

	<p>worked in a classroom. Even for gen ed students, doing this would be challenging for teachers and very distracting for students as they would hear the voice of two teachers and the noise from two classrooms. Doing this for students with IEPs who need to be in a Resource Room is even more impossible. Students in a resource room (size limit 13) are placed in that setting specifically because they need a smaller learning setting with fewer distractions and a calmer environment. I remain hopeful that the powers that be at CPS will see reason and provide some relief to our severely overcrowded school. Our students deserve it.</p>
6	<p>I am a teacher from Haugan Elementary school. I know this is like the umpteenth request; but my students deserve a better, roomier, and more equipped school for their following school years. Please reconsider our colocation request- we have been denied that building twice. NOW it's your time to make a right from an injustice caused 20 years ago to our neighborhood.</p>
7	<p>I am writing on behalf of Haugan Elementary School, Albany Park and specifically our need for more space to provide high quality education to our children. We are in need of more space, and as a special education teacher, I can speak directly to this matter. As a resource teacher, for multiple years I had to accommodate a larger number of students with special needs, including the para[professionals, which made it very difficult at times for our DL students to stay focused and engaged in learning. So many times I had to pull kids out in the "quiet hallway" just to be able to test. Bringing dividers into the special education room a potential solution to the lack of space will be to the students' detriment. These are the students that need more time, space and resources to help them recoup and gain more than a grade level in a single year. We cannot do this difficult job if we are crowding the students even more in these divided spaces! We need to have a better solution for this problem so these wonderful children can have the same right to a quality educational environment just like my own children.... or yours. Thank you for taking the time to read my opinion!!</p>
8	<p>Reality is often defined not by what happened, but by how the story is told. I am deeply disappointed by the environment the Portfolio team has fostered by pitting two schools against one another for available space. The narrative being presented to the Board misrepresents the facts and "spins" the reality of our neighborhood in several significant ways:</p> <p>Geographic Erasure: The Portfolio team refers to "Albany Park" broadly to dilute our Haugan data. We are asking you to look specifically at the Haugan boundaries, where overcrowding has been a recurring, unaddressed concern, despite CPS's assertions to the contrary.</p> <p>A Recurring History of Disregard: This community's voice was overridden 20 years ago during the Renaissance 2010 initiative—the only school in Chicago where community input was explicitly ignored. We have lived with the consequences for two decades. To be disregarded again based on a false narrative is both heartbreaking and maddening.</p> <p>The Available Solution: While we hold no ill will toward North River, expanding a lottery-based school does not solve the neighborhood's space dilemma. The nearby building vacated by Aspira offers an immediate, low cost, logical solution for Haugan's overcrowding.</p> <p>We are asking you to look past the "spun" story and hear the factual truth from our school neighborhood. Please do not let history repeat itself.</p>
9	<p>Haugan Elementary is a vibrant neighborhood school of nearly 1,100 elementary school students in the Albany Park. We are also critically overcrowded, with services in some cases being provided in closets and other small and cramped spaces. Our related service providers share a room with 16 staff members, who are squeezed to find space for the critical services they provide this community. Intervention groups are led in hallways, often during busy transition periods. This issue is well known to CPS, as the Portfolio Manager has been here and has seen it himself. However, the suggestions provided by CPS are at least incomplete, and bordering on irresponsible. Less than one block from our school, on Leland Ave, the building formerly occupied by Aspira, is half full by CPS's own figures. We have petitioned to move our middle school to that building to relieve overcrowding. Despite overwhelming community support, the Board has denied that request- despite that school being a lottery school, and ours being a neighborhood school. Again, we see CPS giving preference to lottery school, while disadvantaging our neighborhood</p>

school. Instead of providing us with the much needed space less than one block away, CPS is suggesting that they may remove our cluster program and Prek to alleviate overcrowding. This so-called solution is not what the community needs. Removing these programs from Haugan will only lead to further inequity and exclusion for our most high need kids in the neighborhood school system. We at Haugan are united in our call for real and actionable solutions to our overcrowding that does not tear this school apart.

Secondly, like hundreds of other CPS schools, our school has a significant ELL population (75%). Despite ELs being the fastest growing demographic in CPS, the Board still does not provide a universally available ESL curriculum for all schools that need it. Principals are forced to pull funds from discretionary budgets to fund an essential service that is mandated by state law- quality and systematic ESL instruction. Safari Montage provides an entire curriculum for French as a foreign language, but nothing specifically for the ESL needs in our schools. This has been brought to OMME several times, yet nothing changes.

Lastly, CPS is moving to remove the stipends our ELPTs hired before June 30th are entitled to per our contract. OMME is contending that if an ELPT hired before that date changes schools, they are to lose their stipend. This is not what we bargained for, and is dishonest and disrespectful towards our hard working ELPTs. The language is clear (article 46-5.2.1) : "ELPTs hired on or before June 30, 2025, and who remain in an ELPT role shall continue to be eligible to receive the stipend rates listed below:"

As is clearly written in the text of our contract, ELPTs hired before June 30th are not bound to stay at their schools to continue to receive the contract. We ask that this be rectified as soon as possible, considering the additional work our ELPTs do in this time of an all out war on immigrants. ELPTs organize BACs, which is many schools are where parents find support and resources to help keep their families safe and together. Do right by our ELPTs.

Thank you.

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- 10 I am writing today as a parent and a staff member of Haugan Elementary. Haugan school is facing some overcrowding. We are running out of space. Some proposals that were presented to us by the portfolio team mentions removing two of the preschool classrooms. Haugan has a thriving preschool program that is completely full with many neighborhood children. Preschool is a pivotal program that many students benefit from. Our preschool program feeds into our thriving kindergarten classes. Our neighborhood family are picking Haugans preschool because they see their children growing and staying at Haugan for their entire elementary education. To downsize and remove two preschool classrooms would be devastating to Haugan families and Haugan community. Please take time to help Haugan with different possibilities to help with overcrowding that does not take away from our current programs and students.
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- 11 I am asking the board to reconsider Haugan when planning for space. Haugan Elementary School is in need of space. We have a great Pre-Kindergarten program and it sounds like that is a program that may be considered being cut. Please take a closer look at our Pre-Kindergarten programs and the need for them in our community. Board Members, please take a look at Haugan Elementary School and consider providing more space for our successful programs. Provide excellence and a great environment for growth and success by providing more space. Thank you for your consideration in this matter.
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- 12 I'm a Teacher Assistant at Haugan Elementary. Please reconsider the co-location at the Leland building(Previously Aspira-Haugan, now North River Elementary) . Our School is overcrowded, we need more space.
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- 13 Hello CPS Board Members,  
My name is BV, and it is an honor to submit feedback based on my experiences at Haugan Elementary. Haugan offers strong support systems, including resource classrooms that provide essential services to students with special needs. These programs play a critical role in helping students grow academically, socially, and emotionally. The resource setting allows students to develop creativity, strengthen behavioral skills, and reach their full potential in a supportive environment.

However, this growth can be significantly hindered by overcrowded classroom conditions and limited physical space. When resource rooms exceed their intended capacity, it becomes more challenging to provide individualized attention, maintain effective behavior support systems, and create an optimal learning environment.

I respectfully support the division of resource classrooms or reconsideration of co-location at the Leland building so that students can have the appropriate space and resources necessary for their success. Investing in adequate learning environments is an investment in the future of CPS students.

Haugan is a diverse and welcoming school community where all students are encouraged to grow into independent thinkers and responsible decision-makers. Ensuring proper space for our special education programs will further strengthen that mission.

Thank you for your time and consideration.

Sincerely,  B.V.

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14 Hago esta petición para que la actual directora de la escuela Bartolomé de las Casas, Ms. Jiménez, continúe en su cargo. La confianza que ella nos brinda como comunidad es muy grande. Es una líder respetuosa, accesible y confiable, con mucho tacto y amplio conocimiento en su labor. Su forma de dirigir demuestra compromiso, experiencia y un verdadero interés por el bienestar de nuestros niños y sus familias.

Como padre de familia, me preocupa la posibilidad de un cambio en la dirección, ya que la persona que está próxima a asumir el cargo ha presentado ideas y cambios muy drásticos que podrían afectar a nuestros hijos. No estoy de acuerdo con decisiones que impacten el bienestar y crecimiento educacional de mi hijo sin tomar en cuenta las peticiones y la voz de nuestra comunidad.

Considero fundamental que la dirección de una escuela escuche, respete y trabaje de la mano con las familias. Cuando no se siente apertura al diálogo ni respeto hacia la comunidad, se genera desconfianza. El liderazgo debe ser cercano, empático y colaborativo, cualidades que sí vemos reflejadas en Ms. Jiménez.

Por el bienestar, la estabilidad y el desarrollo académico y emocional de nuestros niños, solicito que Ms. Jiménez continúe como directora de nuestra escuela.

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# Request for Board Assistance — Outstanding CPS FOIA Requests

February 9, 2026

Chicago Board of Education  
1 North Dearborn Street  
Chicago, Illinois

## Re: Request for Board Assistance — Outstanding CPS FOIA Requests

Members of the Board,

My name is Walter Brzeski. I am a lifelong Chicago resident and former Chicago Public Schools employee. I am writing to formally request the Board's assistance regarding the continued failure of the CPS FOIA Office to produce responsive records for multiple requests that remain unresolved well beyond statutory timelines.

As of the date of this correspondence, eight (8) FOIA requests remain outstanding despite substantial passage of time and repeated extensions issued by CPS. The following pages summarize the elapsed time and identify the documents requested within each submission.

I respectfully request that the Board:

1. Direct CPS administration to review and report on the status of these requests;
2. Ensure prompt production of responsive records; and
3. Provide transparency regarding CPS compliance with Illinois FOIA statutory timelines.

Public access to records is fundamental to accountability in public education governance. I appreciate the Board's attention to this matter and welcome any follow-up communication.

Respectfully,

Walter Brzeski  
Chicago, Illinois

## Documents Requested by FOIA

### **FOIA N016753-012125**

Elapsed: 274 business days / 384 calendar days

Documents Requested: Investigation Unit reports concerning **Paul Munoz** and **Kelly Tarrant** for the 2023–24 and 2024–25 school years.

### **FOIA N017165-031925**

Elapsed: 233 business days / 327 calendar days

Documents Requested: Records responsive to related FOIA productions referencing **Paul Munoz**, **Kelly Tarrant**, or Steinmetz investigative findings.

### **FOIA N017565-060125**

Elapsed: 180 business days / 253 calendar days

Documents Requested: Security camera footage near Room 128 involving Steinmetz College Prep and incidents associated with **Kelly Tarrant**.

### **FOIA N018215-091025**

Elapsed: 108 business days / 152 calendar days

Documents Requested: Employee records, investigative materials, and employment actions relating to **Kelly Tarrant**.

### **FOIA N018216-091025**

Elapsed: 108 business days / 152 calendar days

Documents Requested: Investigation Unit reports for 2023–24, 2024–25, and 2025–26 school years involving **Kelly Tarrant** and related staff.

### **FOIA N018272-092125**

Elapsed: 100 business days / 141 calendar days

Documents Requested: IHSCDEA distracted driving program participation records identifying staff, including **Kelly Tarrant**.

### **FOIA N018449-102925**

Elapsed: 73 business days / 103 calendar days

Documents Requested: Personnel file materials and termination documentation for **Kelly Tarrant**.

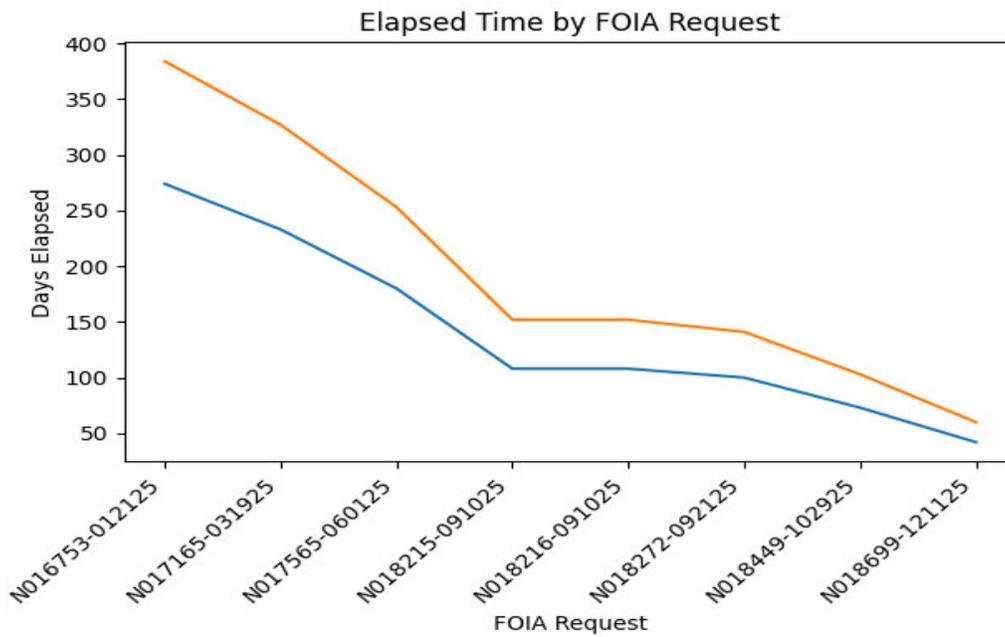
### **FOIA N018699-121125**

Elapsed: 42 business days / 60 calendar days

Documents Requested: Emails, complaints, and communications referencing reporting obligations of **Kelly Tarrant** or related CPS personnel.

## Elapsed Time Summary

FOIA Request	Business Days	Calendar Days
N016753-012125	274	384
N017165-031925	233	327
N017565-060125	180	253
N018215-091025	108	152
N018216-091025	108	152
N018272-092125	100	141
N018449-102925	73	103
N018699-121125	42	60





**Subject:** Urgent Appeal: Fully Fund and Preserve the ChiArts Conservatory

**To the Members of the Chicago Board of Education,**

I want to start with two words: **Bad Bunny.**

During the most recent Super Bowl, over 135.4 million viewers witnessed a performance that was far more than a "halftime show." It was a masterclass in advocacy. It was a testament to the power of the human spirit. Most importantly, it was a rigorous display of what happens when world-class artistic training meets a message of unification.

That performance was not the result of a single artist's talent. It was a complex, synchronized ecosystem of professional disciplines, including:

- **Scenography & Set Design:** Creating immersive worlds.
- **Digital Animation:** Integrating technology with storytelling.
- **Dance & Choreography:** Using movement as a universal language.
- **Vocal Performance & Music Theory:** The backbone of cultural expression.
- **Costume & Environmental Design:** Defining the visual identity of a movement.
- **Theater & Cultural Expression:** Translating raw emotion into a shared experience.

These are not just "hobbies." These are the precise modes of expression taught daily at the **Chicago High School for the Arts (ChiArts)**. When our city and country face times of division and uncertainty, we look to the arts to provide the hope and connection we desperately need.

**Art is not a luxury; it is a necessity.** It is the fabric that binds our diverse Chicago communities together. By providing a conservatory-style environment for our youth, ChiArts doesn't just train performers; it builds empathetic leaders, creative problem-solvers, and cultural ambassadors who make our city stronger and more resilient.

To underfund this institution is to tell our students that their voices—and the industries they represent—are elective. We know better.

**Please show the people of Chicago that you value the power of creation. Fully fund and preserve the ChiArts Conservatory.**

As we saw on that global stage, the only thing more powerful than hate is love. Let us choose to love our students enough to invest in their brilliance.

Sincerely,

Rebeca DeSalvo

ChiArts Parent, PSO Advocacy Committee, and ADLC Member



February 11, 2026

Good morning, Members of the Board,

We are here today to formally request the removal of the interim principal, Cassie Kornblau, who was imposed on our school community without meaningful parent input or transparency.

From the very beginning, this leadership change did not reflect the will of our community. On 2/9/26, we met with Ms. Kornblau to share our concerns regarding staff dismissals, school climate, and the direction of our school. Instead of being met with respect and professionalism, our concerns were minimized. The tone of the meeting felt dismissive and, at times, inappropriate. Many parents left feeling uncomfortable, unheard, and discriminated against.

We were told there is a desire for bilingual teachers, yet experienced teachers who are already bilingual and deeply rooted in our school community are being dismissed. This contradiction raises serious concerns about the reasoning behind recent staffing decisions.

We demand a formal review and verification of all recent hiring and firing decisions to ensure they were made fairly, transparently, and without discrimination. Our teachers are not disposable. They are devoted professionals who have built trust with our children and families over many years.

Bartolomé de las Casas is not just a building. It is our community. It is a school that parents fought to keep open. We welcomed new leadership in good faith, but leadership must also respect and welcome the community it serves.

As a collective parent body, we are also requesting that our current principal, Zully Jimenez, remain at our school. She knows our students, our families, and our teachers. She understands our culture and our needs. Stability, respect, and continuity are essential for our children's success.

**We want to maintain our current principal, teachers, staff, and community together. We will not tolerate discrimination, instability, or decisions that harm our students.**

We are asking the Board to listen to the families of this school and take immediate action.

Thank you.

Sincerely,

Parents and Families of  
Bartolomé de las Casas School  
Chicago, IL 60608