

**Feb 26, 2026, Board Meeting Written Comments
Received between Tuesday, Feb 24th and Friday, Feb 27th Submitted via
Written Comments Form**

1	<p>To the Board of Education,</p> <p>My name is Ruth Maria Delgado, and I am a teacher at ASPIRA Business and Finance High School.</p> <p>I am writing to formally express my serious concern and dissatisfaction regarding the ongoing uncertainty surrounding our school. Since the developments reported publicly in November, our students, staff, and families have been left without clear communication, stability, or a defined resolution.</p> <p>This prolonged ambiguity is unacceptable. Schools are meant to be places of consistency, safety, and academic focus. Our community continues to operate under conditions of confusion and anxiety. The lack of decisive action is directly affecting students' sense of security and their educational experience.</p> <p>I am especially concerned for our seniors. They deserve to complete their final year with stability, clarity, and the opportunity to graduate alongside the teachers and peers who have guided them. They should not be forced to endure disruption, uncertainty, or shifting circumstances during such a pivotal moment in their lives.</p> <p>I urge CPS and ASPIRA to move beyond delay and take immediate, transparent, and student-centered action. Collaboration is not optional. It is a responsibility. CPS must provide leadership and intervention to ensure that students' academic progress, graduation pathways, and emotional well-being are protected.</p> <p>Our students cannot continue to bear the burden of institutional indecision. They deserve clarity. They deserve stability. They deserve a resolution.</p> <p>Thank you for your attention to this urgent matter.</p>
2	<p>Access to public participation should never feel like chance when communities are fighting to be heard about decisions that directly impact their children, schools, and neighborhoods.</p> <p>We followed the established process to register and represent our community before the Chicago Board of Education. Like many residents, parents, and stakeholders, we prepared to speak in good faith — only to learn that participation would be determined through a limited lottery system. While lotteries are presented as neutral procedures, we must also acknowledge how systems, even when technically compliant, can produce outcomes that limit consistent and meaningful community representation.</p> <p>There is growing concern that CPS governance is becoming increasingly centralized — where decision-making feels more political than parental, more procedural than participatory. When parents and grassroots stakeholders struggle to access consistent speaking opportunities, while policy decisions continue to move forward, it creates the perception of a structure that prioritizes internal alignment over public accountability.</p> <p>When families are removed from the center of the conversation and politics takes their place, the system begins to feel less like collaborative governance and more like top-down control. Public education should never operate in a way that feels distant from the parents and communities it serves. Schools belong to families first — not political networks.</p>

Across Chicago, communities have seen how process design can quietly restrict access. Historically, redlining did not always announce itself; it operated through structures that limited opportunity and voice. Today, when participation is constrained by limited slots and randomized selection, we must ask whether the most impacted communities are being intentionally included or structurally filtered out.

Raising these concerns is not about attacking institutions. It is about strengthening them. True public accountability requires:

- Transparent participation processes
- Meaningful parent representation
- Equitable access to public comment
- Decision-making that reflects community input, not just political alignment

Democracy is not simply about allowing registration. It is about ensuring representation. When families feel unheard, trust erodes. When trust erodes, collaboration becomes difficult.

We will continue to show up, document, engage respectfully, and advocate for governance structures that center parents, protect community voice, and ensure that public education remains accountable to the people it exists to serve.

Community voice is not disruption.

Community voice is stewardship.

And stewardship demands transparency, equity, and inclusion in practice — not just in policy.

NLCOC

3	Please let us stay open. Seniors deserve to graduate on time and together we started this together we finish together.
4	Why is it that you are denying more money for the funding of the ASPIRA schools?
5	<p>Haugan was offered some short term solutions to our space and crowding issues. I am concerned that the Board of Ed was informed in December that we were at 89% capacity, but in February the Portfolio office acknowledges we are over 100% capacity.</p> <p>1) We were offered some Walls and Dividers: Adding walls to our library and taking away teacher's lounges do not provide 13 service providers any space to work (where would we put the tech guy, 3 counselors, 2 case managers, dean, school worker, 3 ELPTs lead teachers, art teacher on a cart and parent mentor coordinator if we took that former library space for 2 classrooms?).</p> <p>2) The CPS Space utilization formula calls for 25% of CPS school classrooms to be "ancillary" for specials, SPED, etc. Haugan is currently operating with 16% ancillary rooms. The proposal to add walls and convert a library would reduce us to below 10% ancillary rooms. The formula and the proposals offered are absurd.</p> <p>3) Trailers (Willis Wagons/ Demountables) in the playground remove half of the play space for 1100+ children. It is difficult to put more than 200 children on the remaining playground at a time. The trailer proposal would require 400 children at a time on the north playground.</p> <p>4) Giving up our preschool gives up a critical foundation for our PK - 8 education.</p> <p>To date no long term solution has been proposed for Haugan. Our enrollment trend is UPWARD and I anticipate we'll enroll 200 - 300 more children in the next few years. Please push for a long term solution at Haugan.</p>
6	<p>Hello,</p> <p>I am a bilingual teacher at Haugan Elementary, an immigrant heavy neighborhood school of over 1,000 students in Albany Park. I am writing about our serious space constraint issues. Our</p>

school is overcrowded, and our bid to co-locate at North River Elementary (a lottery school) was denied by CPS. The Board's original recommendations of eliminating our cluster and preK programs have since been walked back, as they would've been a disservice to this community.

Our community was astounded to learn that network Chief Cheng has refused to sign our application to become a Dual Language school, sharing with our admin that we could not keep our PreK and have a Dual Language Program. We are concerned that this seems like reprisal for pressing the Board for more space. Unfortunately, these actions by the Board and Chief Cheng serve only to disenfranchise a blossoming neighborhood school. We ask the Board to help us help you achieve the district's 5 year plan as it relates to reinvesting in neighborhood school, and expanding Dual Language programming. This application is widely supported by our community and LSC. Now, only CPS stands in the way.

Secondly, I press the Board to act on two major issues: the convergence of Dual Language Coordinators and ELPTs at schools with more than 300 ELs has eliminated a pillar of support for school transitioning to Dual Language models. The work of ELPTs coordinating TBE and TPI programs is distinct from that of DLCs coordinating Dual Language programs. Merging these two positions only impedes the critical shifts happening towards Dual Language, and overwhelming impacts immigrant heavy schools, while leaving schools with smaller EL populations untouched. This is a problem of equity. Also, the Board is now refusing to pay ELPT stipends for ELPTs hired before June 30th of 2025, despite your contractual obligation to do so. OMME has announced that these stipends will only be paid to ELPTs hired before June 30th, who stay on as ELPTs at their schools. ELPTs who change schools are now not being paid the stipends we bargained for, and won in writing. This needs to be addressed by you, to allow ELPTs hired before June 30th to change schools without losing their stipends.

Thirdly, CPS' largest growing demographic are ELs. However, unlike other large districts of similar demographics, CPS does not provide a centrally funded ESL curriculum for all schools that need it. Our students deserve high quality and systemic ESL instruction regardless of the school they find themselves in. CPS must provide a universal ESL curriculum to close gaps, and allow students to learn English, as required by ISBE.

Lastly, CPS has not lived up to its contractual obligation to provide a centrally funded language interpretation service. This harms schools with large immigrant populations, and diverse language groups. In a time of an extremist war on immigrants by the Federal Gov't, it is crucial that CPS live up to our contract and provide this service now.

Thank you for your attention to these matters.

7 I was unable to speak at the Board Meeting today so I am adding my comments here. I am a veteran teacher at Haugan Elementary School. We are overcrowded and need more space. There is a CPS Building located at 3729 W. Leland that is half empty. We requested to co-locate in the space but were denied. That Leland building was built many years ago to alleviate overcrowding in the Albany Park Community. The community has always wanted Haugan students to attend school in this Leland building. My concern is that CPS is willing to let a Model Neighborhood School to remain overcrowded with essential classes being taught on a cart rather than allowing our 7th and 8th Graders to move over for the 2026-2027 School year. The school that currently occupies some of the Leland building, North River, should be given one of the Aspira High School Buildings as their very own campus. They are a selective Enrollment school that has no attendance borders. Their new campus can be their and they can grow in that space as their students travel great distances already. Haugan could then occupy the Leland building and it can become the Haugan Middle School for 6-8th Grade students less than 2 blocks from Haugan. CPS owns the Leland building and the funds to build it came many years ago. Please consider returning that Leland building to the Albany Park community making it Haugan Middle School and allow Haugan Elementary to have appropriate spacing for all of its programs. Thank you for your consideration.

8	The closing of ASPIRA before the year ends is irresponsible and will create too much disruption in the students academic programs including dual-enrollment—they will not get credit—and a.p. They will not be able to take the test. You are hurting students more than you realize.
9	I'm concerned about the overcrowding of haugan elementary and the denial of the request for collocation. Class sizes are too large, my son's kindergarten class has 30 kids in it. Even with an added teacher, there are simply too many kids in the class for him not to get distracted and to reach his full potential. Closets are being used as classrooms. This is not how this school should be functioning. I'm requesting that the board come up with a realistic plan for a solution to this issue.
10	Please ignoring Aspira school's financial needs. These are student, teacher, and family lives at stake. For an organization that is meant to protect the rights of education to all kids in Chicago, shutting Aspira down would be a heartless failure.
11	I wanted to write some comments related to Haugan Elementary and their space issues. As I'm learning more and more about what happened to Haugan over a decade ago with the Aspira building not being given to their middle school as it was promised. I'm very disappointed that Haugan Elementary has not been given the space and allocations that their students deserve. At this point, we urge the board to think about reasonable space issues that truly allow our middle school to have space to thrive and allow the rest of our students to have the space to learn as well. Putting up dividers, making students have classrooms off of the lunchroom or in various spaces that are not conducive to learning, are not proper solutions. I'm writing to employ the board to truly work with Haugan and find solutions that will support the students learning today and into the future. Please consider using the adjoining building in our community to support our middle school. Many people in the community support this initiative and we would hardly work with North River and any other schools that use the space. Please consider this very reasonable opportunity to help us relieve the overcrowding that is plaguing Haugan Elementary today.
12	To whom it may concern, Today Member Pope and Smith talked about how we need more money to fund our schools and give our students the outcome they deserve, however, Haugan school is still struggling with space and we have not been given a reasonable solution to our issues to give our students the outcome they deserve. The fact is: North River is not a neighborhood school. Not utilizing the extra space or giving the space to them to expand instead of giving it to us so we have room to breathe goes against the mission the board mentioned today. The CPS website references supporting neighborhood schools. Mayor Bandon Johnson ran on a slate that promoted fully funding neighborhood schools. So please put your money where your mouth is and help Haugan, a well loved Albany Park NEIGHBORHOOD school, have the space we need for our students next year. Thanks!
13	This is in response to The portfolio office not allowing us to colocate the "Aspira/North Rivers building". We are begging the board to at least let us have our day in "court". We were promised a new building, then the "someone" gave it to ASPIRA charter schoools. We are just asking for a few minutes so that we can stress the importance the new addition would be to us.
14	To Whom It May Concern- We as a staff are devoted to the achievement of our students. It is our mission to see our students succeed . We are urging to please re-address colocation to North River Elementary- 7th and 8th graders. Our students and staff are cramped, it may seem to an outsider that we are well situated, but when you get a closer look and make deeper observations; you will immediately notice that our counselors, bilingual coordinators, students, classrooms are cramped. The student body is fairly large at Haugan and its growing every year. There's numerous complaints about the privacy and space among our staff and students and how confidentially of students is compromised on a daily basis. Please reassess our argument and address our concerns. Our neighborhood students are our priority and they deserve a comfortable learning environment.
15	Hello, my name is Melissa Basilio. My son is a sophomore at AEC and he just transferred there in January. My son has a high appreciation of the staff and the school culture that AEC has fostered. However, had I known that the schools were going to close due to financial issues I

	<p>would not have transferred my son to the school. Aspira should have been more transparent with us and I am very upset that they weren't because now my son may have to transfer again, which is not ok! I believe that Aspira and CPS need to figure out a way to keep our school open for the students, families and staff. My son has shown strong improvement since his start at AEC and has found many friends already. But, now we may find ourselves finding a new school home again just months before the school year ends. This is devastating, not only for my family, but for many other students that are facing this same issue. I've heard that Aspira is in financial debt and that it may require \$4.8 million to be able to keep both schools open. I understand that may be an amount that CPS cannot legally provide. Therefore, if CPS cannot provide the amount of funds needed to keep the schools open, I would hope that you can provide a plan to allow our students to transfer without the loss of their credits earned, and the staff to accompany the students to ensure that our students still receive the personalization and care that AEC's staff has provided this school year.</p>
16	<p>How is CPS going to help these students transition to their new schools? Is there a plan with their teachers and counselors?!</p>
17	<p>I am requesting that ChiArts continue its unique model with conservatories for the fine arts. ChiArts has shown itself to be successful in educating and building amazing scholar artists. Please keep the model as is so that students can continue to experience their DREAM!</p>
18	<p>I am a Haugan parent who lives in the Haugan district, with a child in first grade and another in PreK.</p> <p>I was extremely disappointed to learn that Katherine Cheng refused to sign our dual language program application at Haugan Elementary, as it relates to space at Haugan.</p> <p>This means that my son will not be able to do dual language program next year (and probably never since most dual language programs must start at kindergarten).</p> <p>I hope you will listen to the parents at Haugan. This community feels like they are not being listened to. Please reconsider both actions by doing the following: allowing Haugan to relocate to the open space and share the rest of the building with North River Elementary, and allowing our dual language program to move forward.</p> <p>Thank you for considering.</p>
19	<p>Hello Members of the Board,</p> <p>I would like to speak about the February 24th meeting between the ChiArts community and the Office of Innovation & Incubation. Many of us left that meeting feeling shell-shocked. The presentation did not reflect meaningful progress, nor did it reflect the urgency this situation demands. Instead of clarity, we were left with more uncertainty. Instead of collaboration, we experienced what felt like dismissal.</p> <p>Since October 2, 2025, parents, students, faculty, alumni, and community members have been working tirelessly to protect our school. We have organized, researched, proposed solutions, and shown up consistently. We have asked to be part of the process in a constructive and solution-oriented way. Yet nearly five months later, we still do not see evidence that stakeholder input is being meaningfully incorporated.</p> <p>This Board gave clear direction to CPS: preserve the ChiArts Conservatory model and identify the funding necessary to sustain it. Those were not vague suggestions. They were directives. As of today, February 26th, neither directive has been fulfilled.</p> <p>The Conservatory model is not an enhancement or optional feature of the school. It is the foundation of Chicago High School for the Arts. ChiArts is one of a kind in our nation. It is the only public arts high school that admits novice students; young artists who may not have had prior access to elite training, but who demonstrate talent, potential, and dedication. That commitment to access is what makes ChiArts extraordinary. It opens doors for students from across Chicago, including those from historically under-resourced communities, and provides them with rigorous academics alongside intensive, pre-professional arts training.</p>

Without the Conservatory model, that access disappears. Without the Conservatory model, ChiArts is no longer ChiArts.

We are asking for implementation of the directive you have already given. We are asking for accountability measures so this process does not continue to drift without resolution. Most importantly, we are asking that stakeholders be treated as partners, not obstacles. The ChiArts community has demonstrated commitment, expertise, and a willingness to collaborate. Our energy should be harnessed, not sidelined.

Our students, teachers, and families deserve stability, clarity, and honesty. This Board deserves to see its directives carried out with integrity. Five months is a long time in the life of a school community. Uncertainty erodes trust. Action restores it.

July 1, 2026 will be here in 125 days. We urge you to ensure that your directive is implemented fully and without further delay.

Thank you for your time.

20 RE: ChiArts Conservatory Model Preservation and the Proposed Plan from CPS

President Harden, CEO King, and Chicago Board of Education Members

I recently watched the presentation by Executive Director of Arts Education Caesar Tourrella, and one message was clear: arts education is not an extracurricular luxury. It is directly connected to — and deeply intertwined with — students’ academic achievement and overall success.

During the presentation, Mr. Tourrella highlighted the 200 students who participated in the REALIZE program. I am genuinely proud of those students and their accomplishments. However, Chicago High School for the Arts has been delivering that level of intensive, integrated programming for 15 years — serving more than 500 students every single year. This raises a fundamental question: if CPS acknowledges the power and impact of arts education, why is it moving to dismantle the ChiArts Conservatory model?

Interim Chief Carmona’s statements that CPS has listened to community feedback do not reflect our experience. Three distinct proposals from stakeholder groups were submitted to the Innovation and Incubation team. Yet none of the core elements from those proposals are represented in the plan presented to the ChiArts community. Similarly, the claim that labor agreements function as immovable guardrails is difficult to reconcile with the fact that CTU offered a proposal preserving the 8:00 a.m.–5:00 p.m. school day — a proposal that was ultimately disregarded.

It is contradictory to affirm the importance of arts education while simultaneously reducing the city’s only pre-professional arts conservatory to an optional after-school pathways program. That is not preservation “to the greatest extent possible.” It is a fundamental restructuring that undermines the very model that has made ChiArts successful.

True collaboration must begin now. Transparency must replace defensiveness. And meaningful engagement must replace performative outreach. The students of ChiArts deserve an education that honors both their academic and artistic potential. Our city deserves leadership that matches its stated commitment to arts education with concrete action.

I urge the Board to insist that CPS work in genuine partnership with the ChiArts community to develop solutions that fully preserve the Conservatory model.

21 CPS is violating state law regarding bilingual education on a widespread scale as well as violating the new CTU contract agreement.

In particular, whenever a school has 20 or more students from a single language who are developing English proficiency, Illinois code requires that these students are to receive native language instruction for all of their core subject areas in addition to English instruction. Many other districts do comply or come close to complying with this law. However, CPS has created a system where there is no accountability for networks and schools that do not comply. Currently our school has more than 20 students whose home language is Spanish, Urdu, Vietnamese, Bangla, and Arabic, yet they only receive sheltered English language instruction in the core subjects. The CPS department in charge of overseeing this (the Office of Multilingual and Multicultural Education) has not been given any power by CPS to ensure that the law is followed. They make recommendations, but these are very frequently ignored with impunity. ISBE is currently auditing schools at random - what will they find? How will CPS explain this non-compliance?

As a result, there are easily tens of thousands of students in the district who are not receiving the native language instruction that Illinois law guarantees them. Decades of research studies have shown that native language instruction has a very significant effect on achievement for multilingual students and is beneficial in many other transformative ways, including increasing graduation rates and increasing job opportunities.

I encourage the Board to take a firm position on this with CPS so that the district will take real action to hold networks accountable and ensure that all of its schools follow the law regarding bilingual education.

22 As a Haugan parent and LSC member, I am disappointed in the lack of response or acknowledgement from CPS regarding our situation. For too long, the Portfolio Team has been communicating one thing to Haugan and something different to North River. They have ended up putting the two schools against each other instead of facilitating communication and collaboration.

It is even more frustrating to feel as though our neighborhood school, which cannot control the direction or speed of its growth through discretionary enrollment, is treated as though it's a thorn in the side of CPS rather than the community gem that it is.

We beg members of the Board to come visit Haugan. See for yourselves why we love our school and why we're begging for more space for our students.

Charles H. Wacker Elementary – Key Concerns About the Principal

- **Concerns apply solely to the Principal, not the Assistant Principal or other staff.**
- **The principal appears untouchable;** leadership told me she can only be addressed if “caught on something policy-wise,” ignoring direct harm to students.
- **Wacker is an ISP school,** which seems to reduce oversight and accountability, further enabling behaviour concerning.
- **Student privacy violations:** Students singled out by name questioned over school radio about family finances, public embarrassment, potential FERPA violation.
- **Retaliation / safety concerns:** Students are targeted when parents raise any concerns they call it (“line of fire”) children expressed fear of retaliation.
- **Missed academic support:** Tier 3 interventions missed Nov 14–15, 2024 due to the Principal traveling abroad to Ireland with 2 intervention staff members. Students lost critical instructional support; possible misuse of sick time.
- **Leadership failure:** Principal antagonizes situations instead of de-escalating; hostile communication style discourages dialogue in a noncommunicative environment for staff, parents, and students.
- **Manipulation tactics:** Highly effective at controlling conversations; resists questions or accountability creates a climate of defensiveness and fear.
- **Misuse of funds/time:** Principal allegedly instructed to perform “miss swipe” on May 2, 2025, Her son’s prom send-off.
- **Contract and voting concerns:** Principal allegedly involved in contract voting, she knows who is voting & how they are voting, intimidating participation; possible staff posing as parents LSC election integrity concerns.
- **Urgent request:** Full independent investigation into all above issues,

- **Lack of accessible support for parents:** At ISP schools, parents have no clear point of contact or personal support, making it difficult to have concerns addressed in a timely and serious manner. After my meeting with the Principal's Chief and District Chief, I was given a phone number with no voicemail and no one answering, which is unacceptable given the severity of these concerns. The challenges that Wacker families have faced are extreme, and the day-to-day experiences of students are unacceptable and demand immediate attention.

- **Hostile environment:** Aggressive behavior toward parents, staff, and neighbors; Further concerns include the creation of a hostile and toxic environment within the community. Reports include threatening behavior toward a mail carrier, antagonistic interactions with neighbors raising legitimate concerns, and consistently hostile behavior toward parents and staff. There was an incident in which the principal allegedly ran toward a student's grandparent while yelling profanities and aggressive statements. This incident was witnessed by neighbors, who expressed concern. Also derogatory language about students to other staff who she has a close relationship with. Classroom interruptions undermining culturally responsive instruction ("Being Black is not a culture appropriation").

Charles H. Wacker Elementary School is a long-standing community school that has served as a vital anchor within its neighborhood for generations of families. The concerns outlined in this statement relate solely to the conduct, actions, and leadership of the Principal and do not pertain to the Assistant Principal or other administrative staff. This distinction is made intentionally and clearly.

Because of the school's central role in the community, leadership practices must reflect integrity, transparency, respect for students, and adherence to policy. The issues described below represent a pattern of conduct, leadership failure, and governance breakdown by the Principal that warrant formal review and an independent investigation.

After bringing these concerns forward to the Principal's Chief and the District Chief, I was informed that the Principal is able to speak and act as though she is untouchable because she must be "caught on something policy wise" before action can be taken. This response was deeply troubling. It suggests that documented harm to students, families, staff, and school climate is insufficient unless narrowly framed as a technical policy violation. Because Wacker operates as an ISP school, this perceived gap in oversight appears to further embolden this behavior, creating an environment where accountability feels limited and concerns raised by families are minimized rather than addressed.

A significant contributing factor to this environment is the Principal's communication and manipulation tactics. Her ability to control narratives and conversations is highly effective, particularly with individuals on the receiving end of discussions. Parents and staff have observed that when concerns or questions are raised, the response is immediate defensiveness rather than openness or problem-solving. Questioning decisions or practices is often met with resistance, redirection, or intimidation instead of engagement. This approach discourages dialogue and creates a non-communicative environment where students, staff, and families feel silenced rather than supported.

Students, including my own children, have been questioned over the school radio regarding their family's financial situations. These communications caused embarrassment to students and raised serious concerns regarding student privacy, dignity, and compliance with FERPA and CPS student protection policies. No student should be publicly questioned or identified in a way that exposes sensitive family information or undermines their emotional well-being.

On or around November 14 and 15, 2024, students reportedly missed Tier 3 intervention services. These services are a critical part of MTSS and are intended to support students with the highest academic needs. The loss of these services occurred while the Principal traveled to Ireland accompanied by intervention staff, resulting in students missing essential instructional support designed to improve academic outcomes. This raises concerns about instructional equity, prioritization of student needs, and compliance with required academic interventions. There are also concerns regarding the potential misuse of sick time funded by taxpayer dollars during this period, which requires further review.

There are ongoing concerns related to student safety and retaliatory practices. Students have reportedly been required to stand outside in cold weather with SECAs for approximately ten

minutes prior to the end of the school day. These actions raise questions about student safety, appropriate supervision, and intent. Within the school community, it has been expressed that when parents raise concerns or advocate for their children, those students become targets. This practice has been referred to as placing students “in the line of fire.” My own children have expressed fear of retaliation, which has negatively affected their sense of safety and trust within the school environment. A climate where students fear becoming targets due to parental advocacy is inconsistent with CPS standards and expectations.

There is also a consistent pattern in which the Principal antagonizes situations rather than acting as a defuser. Effective school leadership requires de-escalation, conflict resolution, and the ability to protect students from adult disputes. Instead, repeated behavior demonstrates an escalation of conflict, contributing to a hostile environment and a breakdown of trust between families, staff, and administration. This reflects a lack of basic leadership qualities necessary to maintain a safe and supportive school climate.

Additional concerns involve the misuse of public funds and time. On May 2, 2025, staff were allegedly instructed to perform a “miss swipe” in order to attend the Principal’s son’s prom send off at her private residence. This raises serious concerns regarding time fraud, ethics violations, and misuse of taxpayer funded work hours. Such actions undermine public trust and require formal investigation.

There are also serious concerns regarding the approval of the Principal’s contract. It has been reported that the contract was not approved in good faith. The Principal was allegedly involved in the voting process, knew who voted and how they voted, and used intimidating behavior that may have influenced the outcome. There are additional concerns that staff may have posed as parents during the voting process. These allegations raise significant concerns regarding LSC election integrity, intimidation, and governance violations. Any contract approved under such circumstances must be reviewed for validity.

Further concerns involve the creation of a hostile and toxic environment within the broader school community. Reports include aggressive and inappropriate behavior toward parents, staff, neighbors, and community members. There are allegations that derogatory language has been used when referring to students while speaking with staff. During an eighth-grade meeting, a staff member who also serves on the Local School Council was observed being instructed not to agree with a student’s idea and subsequently changing her response, raising concerns about undue influence and compromised governance. Additionally, a classroom history lesson was interrupted, and students were told that “being Black is not a culture appreciation ,” a statement that is harmful, inappropriate, and inconsistent with culturally responsive education and CPS values.

Charles H. Wacker Elementary School must remain a strong, safe, and trusted community school. This requires leadership that promotes open communication, protects student dignity, ensures student safety, respects families and staff, and operates transparently and ethically. Given the pattern, severity, and breadth of the concerns described above particularly within the context of limited oversight associated with ISP school status I am formally requesting a full, independent investigation. This investigation should include a review of student privacy

violations, loss of instructional services, retaliatory practices, misuse of public funds and time, contract approval and voting integrity, leadership conduct, communication practices, and overall school climate.

Lack of accessible support for parents. At ISP schools, parents have no clear point of contact or personal support, making it difficult to have concerns addressed in a timely and serious manner. After my meeting with the Principal's Chief and District Chief, I was given a phone number with no voicemail and no one answering, which is unacceptable given the severity of these concerns. The challenges that Wacker families have faced are extreme, and the day-to-day experiences of students are unacceptable and demand immediate attention.

These concerns are too serious to ignore and require immediate attention to protect students and restore trust within the Wacker school community.



Dr. Daniel Kramer
Principal

Juliet Lauro-Geruso
Natalia Torres
Assistant Principals

December 19, 2025

Dear Aspira Charter High School Families,

We understand that the closing of the Aspira Charter High Schools represents a very difficult and emotional time for students and families. Transitions like this can bring uncertainty, and we want you to know that Roosevelt High School, the neighborhood high school of Albany Park, is ready to welcome you with care, respect, and support.

Roosevelt High School is a diverse and inclusive community where students quickly find a sense of belonging. We pride ourselves on creating a welcoming environment in which new students are supported academically, socially, and emotionally as they become part of our school community.

Roosevelt offers **five Career Pathway programs** that help students explore interests and build skills for future success:

- **Game Design (IT Pathway):** For students interested in coding, computer programming, and graphic design.
- **Networking (IT Pathway):** For students interested in computer systems design, cybersecurity, and large-scale IT careers that support businesses and organizations.
- **Medical Careers Program:** A highly successful pathway for students interested in health-related fields, including nursing, medical technology, and other healthcare professions.
- **Culinary Arts:** For students interested in careers in the food industry, including culinary skills, food business operations, and team management.
- **Educational Careers Pathway:** Our newest program, designed for students interested in careers working in schools, including teaching, counseling, social work, and related fields.

In addition, Roosevelt High School is proud to offer **one of the largest Dual Language programs in Chicago Public Schools**. We provide bilingual instruction in all content areas and grade levels, promoting academic success and fluency in multiple languages, with a strong focus on Spanish.

Students at Roosevelt also have access to **dual credit courses**, allowing them to earn college credit while still in high school. These opportunities are available in mathematics, science, language arts, history, and fine arts.

Roosevelt offers a full range of high school athletics, including a **brand-new outdoor athletic field** that supports soccer, football, flag football, baseball, and softball. Our students also benefit from a wide variety of



Theodore Roosevelt High School

Dr. Daniel Kramer
Principal

Juliet Lauro-Geruso
Natalia Torres
Assistant Principals

after-school clubs and activities, such as dance performance, fine arts, bicycling, intramural sports, swimming, filmmaking, martial arts, and much more.

We recognize that this moment brings challenges, but we want Aspira families to know that Roosevelt High School stands ready to support your students and welcome them into a strong, caring, and opportunity-filled community. We look forward to partnering with you and helping your students continue their educational journey with confidence and success.

For additional information about registration at Roosevelt High School

Visit our school website at:

<https://www.rhsroughriders.org/>

Email our counselors at:

Aida Sultan aesultan@cps.edu

Marbella Moreno mmoreno87@cps.edu

Call us directly at:

773-534-5000

Sincerely,

Dr. Daniel Kramer
Principal, Theodore Roosevelt High School



19 de diciembre de 2025

Estimadas familias de Aspira Charter High School:

Entendemos que el cierre de las escuelas preparatorias Aspira Charter representa un momento muy difícil y emocional para los estudiantes y las familias. Transiciones como esta pueden traer incertidumbre, y queremos que sepan que la Escuela Preparatoria Roosevelt, la escuela preparatoria del vecindario de Albany Park, está lista para recibirles con cuidado, respeto y apoyo.

La Escuela Preparatoria Roosevelt es una comunidad diversa e inclusiva donde los estudiantes encuentran rápidamente un sentido de pertenencia. Nos enorgullece crear un ambiente acogedor en el que los estudiantes nuevos reciben apoyo académico, social y emocional a medida que se integran a nuestra comunidad escolar.

Roosevelt ofrece cinco programas de Trayectorias Profesionales (Career Pathways) que ayudan a los estudiantes a explorar intereses y desarrollar habilidades para el éxito futuro:

Diseño de Videojuegos (Trayectoria de TI): Para estudiantes interesados en codificación, programación de computadoras y diseño gráfico.

Redes/Networking (Trayectoria de TI): Para estudiantes interesados en diseño de sistemas computacionales, ciberseguridad y carreras de TI a gran escala que apoyan a empresas y organizaciones.

Programa de Carreras Médicas: Una trayectoria de gran éxito para estudiantes interesados en campos relacionados con la salud, incluyendo enfermería, tecnología médica y otras profesiones del cuidado de la salud.

Artes Culinarias: Para estudiantes interesados en carreras en la industria de alimentos, incluyendo habilidades culinarias, operaciones de negocios de alimentos y manejo de equipos.

Trayectoria de Carreras en Educación: Nuestro programa más nuevo, diseñado para estudiantes interesados en carreras trabajando en escuelas, incluyendo docencia, consejería, trabajo social y campos relacionados.

Además, la Escuela Preparatoria Roosevelt se enorgullece de ofrecer uno de los programas de Doble Idioma más grandes de las Escuelas Públicas de Chicago. Brindamos instrucción bilingüe en



Theodore Roosevelt High School

Dr. Daniel Kramer
Principal

Juliet Lauro-Geruso
Natalia Torres
Assistant Principals

todas las áreas de contenido y niveles de grado, promoviendo el éxito académico y la fluidez en múltiples idiomas, con un fuerte enfoque en el español.

Los estudiantes en Roosevelt también tienen acceso a cursos de **crédito dual**, lo que les permite obtener créditos universitarios mientras aún están en la preparatoria. Estas oportunidades están disponibles en matemáticas, ciencias, artes del lenguaje, historia y bellas artes.

Roosevelt ofrece una gama completa de deportes de preparatoria, incluyendo un campo deportivo nuevo al aire libre que apoya fútbol (soccer), fútbol americano, fútbol bandera, béisbol y sóftbol. Nuestros estudiantes también se benefician de una amplia variedad de clubes y actividades después de la escuela, como danza, bellas artes, ciclismo, deportes intramuros, natación, producción de cine, artes marciales y mucho más.

Reconocemos que este momento trae desafíos, pero queremos que las familias de Aspira sepan que la Escuela Preparatoria Roosevelt está lista para apoyar a sus estudiantes y darles la bienvenida a una comunidad fuerte, solidaria y llena de oportunidades. Esperamos poder colaborar con ustedes y ayudar a sus estudiantes a continuar su trayectoria educativa con confianza y éxito.

Para obtener información adicional sobre la inscripción en la Escuela Preparatoria Roosevelt:

Visite nuestro sitio web escolar en:

<https://www.rhsroughriders.org/>

Envíe un correo electrónico a nuestras consejeras:

Aida Sultan — aesultan@cps.edu

Marbella Moreno — mmoreno87@cps.edu

Llámenos directamente al:

773-534-5000

Atentamente,

Dr. Daniel Kramer
Director, Escuela Preparatoria Theodore Roosevelt

Dr. Angel Alvarez, CPS Board Written Public Comments Meeting 2/26/2026

Dear CPS Interim Superintendent/CEO King and Board Members:

This Board has championed a simple truth: *those closest to the problem should be closest to the solution*. That's why I'm disheartened that our long-standing concerns still lack clear, public remedies—especially in how we support students with disabilities, empower Local School Councils, provide school-level budget transparency, and report student growth with accuracy.

1) Office of Students with Disabilities—Family Advisory Board.

I serve as the elected president of the Office of Students with Disabilities Family Advisory Board (FAB). On the **third Thursday of every month at 6:00 p.m.**, my president's report (a) focuses on a specific disability or theme and describes effective practices to serve our students, (b) identify persistent disparities and improvements, and (c) engage families on what would help. We have developed a survey with feedback from the community and will be gathering responses in the domains of **Communication & Collaboration, Services & Implementation, Concerns & Improvements**. I look forward to sharing my report with you after analyzing the responses.

2) Local School Councils (LSCs).

We have repeatedly shared evidence that schools serving low-income students of color face the greatest hurdles to parent participation, and now many schools lack enough parent candidates to fill seats. CPS has used the language of local empowerment while layering on processes that discourage participation and weaken the ability of schools to meet the needs of our students. We need to address the underlying problems that lead to low participation, unnecessary bureaucracy, and empower families to build up their schools and serve their students.

3) Budget transparency.

I've warned the Board that school-level budgets, CPS debt, and actual operational costs have been obfuscated for too long. I have implored the Board to make school-level allocations, adjustments, and carryovers transparent and timely. Please commit to (a) accurate accounting of past spending, particularly at the school and department level, (b) accurate forward-looking budget projections with a breakdown of expenses with clear funding calculations, and (c) provide uniform templates and tools so LSCs can use to monitor their budgets and bring accountability and transparency to the school-funding process.

4) Student growth reporting.

Two years ago, CPS repeatedly cited pandemic-era gains, erroneously claiming “the fact that CPS has emerged as a national leader in academic recovery from the COVID-19 pandemic, ranking #1 in literacy growth and #3 in combined literacy and math

growth.” I cautioned that the Harvard/Stanford study was inaccurate and shared my own contrary findings at the time. CPS leadership knew or should have known those gains not real based on changes in the student enrolment and the dramatic drop in student attendance. Harvard and Stanford have issued revisions of those past numbers and now show what many families experience: the supports were not enough and the gains were overstated. Now that we know better, let’s do better—by (a) aligning interventions to the current data, (b) publicly reporting what’s working by school, grande, subject, and student group, and (c) providing the appropriate resources, accountability, and freedom to support the needs of our students.

My request: Please meet with me, as a fellow activist, as OSD FAB president, and on behalf of LSC parents, to address these long-standing concerns. We need this Board to be honest, transparent, and take action to fix a broken system so our children can thrive.

Thank you and be well,

Dr. Angel Alvarez