

March 24, 2021 Board Meeting Written Comments
Received between Monday, March 22nd and Thursday, March 25th
Submitted via Written Comments Form

1	<p>On behalf of the Jewish United Fund of Chicago, I write to voice our support for the proposed schedule change to start the 2021-22 school year on August 30, 2021 rather than the traditional first day of school on the Tuesday after Labor Day. We support this change to avoid forcing Jewish students, teachers, staff, and their families to choose between the first day of school and their religious observance of the first day of Rosh Hashanah, the Jewish new year and one of the holiest days on the Jewish calendar. The Jewish community recognizes that the choice between attending school and having to take a day off because of a religious observance is our annual reality, but it's a vastly different experience when it's the first day of school versus a week into the school year.</p>
2	<p>I am a product of the Chicago Public Schools; I graduated from Poe Classical and Kenwood Academy. I am also a National Board Certified Social Science teacher and proud that, as of December, I have taught for 20 years in CPS, including 10 years at Corliss H.S., 3 years at Hancock College Prep (before it became selective enrollment), and 7 years at George Washington H.S. . All my tenure has been at neighborhood high schools, and I believe strongly that we need to fully fund these in our communities.</p> <p>I am serving my 2nd term as a Teacher Rep on the Local School Council of Washington H.S. I also live 5 minutes away from my school. I am here today to draw your attention to a resolution passed unanimously by our LSC in support of a new building and athletic fields.</p> <p>Washington High School is one of the premiere neighborhood schools in the city. We have a top ranked IB program and extensive college prep academic options with AP, Dual Credit, and education-to-careers computer science.</p> <p>Our boys soccer team won the city and state championships, and our girls team succeeded at the regional level. Our baseball, boys and girls softball, volleyball, and even E-sports teams have similarly competed well at the city and state levels.</p> <p>Meanwhile our students are civically engaged. I sponsor our Student Voice Committee, and we have many members who serve on Mikva Challenge's youth councils, CPS' Student Voice and Activism Fellowship, and also volunteer on political campaigns and serve as election judges. Recently our group has focused on social justice concerns, including School Resource Officers and environmental justice for the 10th Ward.</p> <p>In 2017, the McCormick Foundation named Washington H.S. one of only a few Democracy Schools in CPS.</p> <p>Yet despite these assets, my students don't feel valued by the building they are in and the lack of athletic facilities comparable to selective enrollment and suburban schools.</p> <p>Our building was originally designed to be a middle school, has closet-sized Diverse Learner classrooms with no windows, and utilizes a trailer for classes that is run down and requires walking outside in all weather to access.</p>

My students don't feel valued when we can only accommodate 100 of our 1,400 students for pep rallies in the gym.

My students don't feel valued when they travel to selective enrollment and suburban schools and are in awe of their new facilities!

My students don't feel valued when they have to travel 3 miles to go to soccer practice, oftentimes are denied access to the field, and now the school pays to reserve practice space.

My students don't feel valued when they have bathroom facilities that do not work or are of poor quality.

But this doesn't have to be the case. Recently \$120 million was paid to construct a new building for Jones College Prep. \$50 million has gone into the construction of a new building for Hancock College Prep--as well as \$2 million for a new athletic field.

In the interest of equity we kindly request that the Board of Education fund a new school building and athletic fields for George Washington High School. We propose that the current building continue to be improved to allow George Washington Elementary School to occupy it once the new high school is constructed. That way both schools and the community will benefit.

My students and my neighborhood high school DO have value--and we hope that the Board will honor that value by committing to construct the facilities comparable to selective enrollment and suburban schools.

Thank you for your time and consideration.

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| 3 | I am writing today to urge the Chicago Public School system to quickly adopt the revised CDC guidelines recommending three feet of social distance for elementary schools. This position has also been endorsed by the Illinois Board of Education. Chicago students deserve an opportunity to benefit from these revised guidelines, and the overall progress our City has made against the Coronavirus. If the prioritization of vaccinations of CPS teachers and staff, improving Covid metrics, warmer weather (allowing greater natural ventilation) and the investment of billions of dollars of federal stimulus funding for public schools isn't enough to reopen schools full-time in Chicago, what is? What else can we do to get our children back in the classrooms full-time? Please support Chicago's students and working families by endorsing a return to full-time in-person learning. This should no longer be a controversial position. |
| 4 | See Attached |
| 5 | I believe that the students, families, teachers and residents of the Southeast Side Community deserve a new school building to replace George Washington HS. Students in the community need to feel prioritized and cared about. For many years families have left the community in search of other schools and instead of sending our students away to other neighborhoods, we should prioritize them in their own communities. |
| 6 | Our school has many students who partake in sports clubs and do well in competitions. However, a hurdle is that the students are always seeking a place to practice and need to alternate with other teams for access to the gymnasiums. Oftentimes, you see the wrestling team practicing in the hall or auditorium, and the track team running throughout the halls almost colliding with others who are walking around corners oblivious to the practice. Baseball players often have to cancel their practices since the |

	field is often unusable after a rain since it floods. Please support our students by providing better access to athletic fields so our students could have a well-rounded education.
7	I grew up in the suburb of Western Springs. My high school had a wonderful building with state of the art labs and technology. We had soccer fields, football fields, baseball fields, and many other spaces so all teams could practice. We had an abundance of gym space (gymnastic gyms, rock climbing walls, dance studios), a field house, AND an Olympic Size swimming pool. I was on cross country and lacrosse. I never had to worry about if my team would be able to practice/ host a game because it was guaranteed that we would have field space. 10 years later, I work at George Washington High School on the South East Side. My students DO NOT have the same privileges that I was lucky to have in my suburban high school. There are 2 small gyms which cause many teams to overlap with their practices and games, we have to drive to different stadiums to have football games, our winning soccer team has to practice at public parks. Why can't my students have the same high school experience that I had? Why do they have to cram into a building that was designed for a middle school? High school sports games bring families and communities together. Students and parents dress up in high school spirit gear and eagerly attend sporting events!! It is hard for this to happen when we do not have the proper facilities. Please allow the East Side of Chicago to have the same high school privileges of the suburbs!
8	Our school has a broken roof where water is combing through it and falling on students. There were fumes in the school and I ended up really sick and had to go to the doctors to get checked out. There have been roaches and mice running around the school. Little by little our school is falling apart. Some of the heater and air conditioning don't even work and kids have to either sit there freezing or overheating. Kids cannot work in an environment like this.
9	we should have new facilities because we ALL deserve we all work hard and the best thing we could have is a nice new facility where all the hard work is being done no one deserves to be in a place where things look run down or there isn't even enough space for everyone so we need to be in an environment that shows that the hard work that everyone does can be in a nice comforting place.
10	All schools deserve the same amount of treatment we should all have nice learning environments. We should all learn in a place we feel comfortable in, a place we feel safe in. A place we can learn. When we are learning we shouldn't be worried about water leaking at our desk we should be worried about understanding the certain topic we are learning about. Having beat down places is distracting and wrong. Everyone should be able to learn without any problems yet only suburb schools don't have to worry about leaky roofs or dirty floors everyday. The selective schools also have all the nice and mom distracting hall ways. They feel safe. They feel comfortable which is why THEY are selective enrollment. If you have a good environment you have good learning service. If you don't have a good environment you'll be too distracted worrying about the building falling apart then about your education. People deserve to feel safe in their school, safe and comfortable that's all people need to learn well. Give us the same respect you give the other schools. If not we will never move forward in life and we will never get better.
11	Please see attachments
12	please see attached files
13	please see attached files
14	We are not Whitney Young, Walter Payton, Brooks, Jones; but we are Washington High School and our students deserve the same treatment all of these schools have received. Our school has had increased in enrollment for the last couple years,

	<p>however; our school has not gotten the improvements our students deserve. Our students deserve to come to a school that does not have old paint peeling from the ceiling or water dripping from every direction in the hallway. Our student athletes have to compete to get some time to practice in the two small gyms or have to travel elsewhere to practice.</p>
15	<p>The building at George Washington high school is falling apart and our classrooms are at over capacity. Students needs to walk out of the building in terrible weather conditions to access some classrooms (which were designed as a temporary solution to overcrowding). Our sports teams need to practice in the hallways and are always competing for gym access. There are certain water fountains that students and staff do not drink from because the water looks yellow. Meanwhile schools in the North Side in more affluent areas do not have these same issues. We have been underserved and overlooked for too long. Our hardworking students and staff deserve better conditions and NEED to become a priority for the city.</p>
16	<p>As a parent of two young children in 1st and 3rd grade, I am very grateful to the outstanding job done by the teachers and CPS with the remote schooling over the past year. But I am also anxious because I can see the damage that remote schooling is slowly doing to my kids; loss of self-confidence, anxiety, mood swings, and even early depression. Many parents tell me similar stories about their kids. In spite of everyone's best intentions, remote schooling is reaching its limit. Hybrid 2 days a week in-person has been a lifesaver, but it's still not enough.</p> <p>The situation with the Covid19 continues to be serious, but it is also rapidly improving. In April, vaccination will be accessible to all adults in Illinois. The CDC is now recommending that students should be at least 3 feet apart in elementary schools.</p> <p>As soon as possible, CPS should offer to parents the option of hybrid schooling with 4 days a week in-person. Let's not give up on this school year, which still has MORE than a quarter to go.</p> <p>Even more important, CPS must start planning right now to offer the option of full-time in-person schooling in September. A majority of the adults in the US should be vaccinated before the end of the summer. It should be safe.</p> <p>The complete silence by CPS about opening schools in September is cause for concern. September is less than 6 months away. With the many months it took to negotiate the hybrid schooling between CPS and CTU, there is no time to waste. We must start open discussions about the reopening metric NOW if we want to be ready to offer the option of full-time in-person schooling in September. Our families deserve this transparency and commitment from both the district and union officials.</p> <p>Thank you for your time.</p>
17	<p>I am writing in support of a resolution recently passed by the George Washington High School ("GWHS") Local School Council and shared with the Board of Education. The resolution is asking for a new school building and athletic fields. GWHS is a neighborhood school that continues to increase in enrollment. The school boasts successful academic programs, high performing athletic teams, and engaging student clubs. This is all being done in a building that began as an elementary school in 1957. It is time that the students and families of Chicago's Southeast Side see some of the same investment as other parts of the city. GWHS deserves to boast facilities comparable to selective enrollment schools.</p>

18 | As high school students prepare to return to in-person learning, remember the washrooms at King College Prep are due for remodeling. There is a single basin in the girl's restroom on the first floor. How do students comply with COVID safety guidelines when they don't have proper facilities to wash their hands after eating? The water runs brown and has tested for high levels of lead. Washroom renovations are desperately necessary. Clean water is a basic necessity. Allocate necessary funds for immediate capital improvements.

19 | Dear Members of the Board of Education,

At INCS, one of our many responsibilities is to be objective analysts of education data in order to understand the true story behind the public school landscape in Chicago and Illinois. What does the data really say about how our city and state educates its children?

Today, INCS is pleased to announce the release of our latest report, titled "Beating the Odds: Chicago's Charter Schools Elevate Student Achievement." The report is live on our website at incschools.org/beat-the-odds.

We wanted to understand what we can learn from the schools that are able to more successfully navigate the numerous challenges facing our children today, from racism, income inequality, and housing discrimination (just to name a few) while still providing a high-quality education and more equitable access to opportunity.

As it turns out, there are schools in Chicago doing just that. We call them "Beat the Odds" schools. INCS developed a metric to identify these schools: those where 90% of the student population is low-income and 90% are students of color, but where school performance rates a 1 or 1+ on CPS' School Quality Rating Policy (SQRP) – the highest two scoring categories.

Of the 644 CPS schools evaluated for this report, 159 serve a high-needs population, but only 58 schools across both traditional and charter models (or about 9% of all schools) qualify as "Beat the Odds" schools. And nearly half are charter public schools - despite charters representing only 18% of the CPS school portfolio. As CPS' own data shows, charter schools are strengthening public education in this city.

We are proud to be a part of a strong public school community doing great work for our children. It's not about charter vs. traditional schools, it's about finding what works and sharing it, and we are very excited to share lessons that can and should apply to schools of all types.

We know about the hard work that our charter public school teachers, principals, and staff do every day alongside our families and communities. We want to be sure that others know about it, too.

For our children,
Andrew Broy,
President of the Illinois Network of Charter Schools (INCS)
abroy@incschools.org

20 | My name is Carolina Barrera Tobón and I am an LSC parent representative at Inter-American, the second oldest dual language school in the country and a national model for dual-language instruction. Our students come from diverse backgrounds: Eighty four

percent of our students are Latinx, 54% are low income, and 35% are English Learners. We are proudly a top performing school in the district and state.

Inter-American is one of a few schools in the district that was founded by parents and has a long history of parent activism. Unfortunately, this participation has been recently threatened. Our principal, Dr. Bylaitis has demonstrated a pattern of poor judgement that does not reflect our district's core values and is not respectful of our communities. On January 5th her contract was not renewed and there is a growing fear in our community that she will reapply for the principal position. Since the non-renewal, several issues have emerged that further call into question her fitness as a leader.

You will hear from two mothers who will describe their traumatizing experiences. In Ms. Gómez's case when a child's safety was threatened, DCFS was not properly involved. In Ms. Dodson's case when a child was safe at home with his mother, DCFS was called. I cannot understate how problematic and unconscionable these scenarios are.

These mothers' courage speaking out, has led other parents to come forward with their similarly alarming stories. What is common across all of these scenarios is our principals' poor judgement and lack of uniform application of policy. These situations have been exacerbated by the network's and the district's lack of action, including the OIG's mishandling of Ms. Gómez's case.

We have written a letter that has garnered over 500 signatures of support within a week requesting that the late pick up policy be revised and that our principal be investigated for the punitive and potentially racial misapplication of this policy. In addition, I also request that the district appoint an administrator in charge during our principal selection process while these situations are further investigated.

Dr. Bylaitis's continued mishandling of these cases is disruptive and brings trauma to our stakeholders and we fear this is going to impact our enrollment and our principal selection process. We call upon the district to intervene and respond to the dire call to ensure student safety. During the reopening, the district has made many promises, the most basic of which is that "it is safe" to go back to school. How can you look at these parents after what has happened to them and tell them that their children are safe? Thank you for your time.

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- 21 Good morning, my name is Beatriz Gomez. I am a parent and president of the PTA at Inter-American. My family also had a very sad situation where there was inappropriate behavior from a CPS employee towards my 5 year old daughter at the school. Unfortunately, this employee's inappropriate behavior had previously been reported to the school administration several times and the correct protocol was never followed. As a result our family has had to deal with a major breach of trust and trauma. We didn't and don't feel supported. Many other parents do not understand the situation well and it has been very painful to have to retell our daughter's story so many times. I share this so that parents understand the importance of supporting each other when something traumatic and unnecessary has happened to your child, especially if it could've been prevented.
- I found out about my daughter's incident because I happened to be at the school on the day the incident occurred. The person that witnessed and reported the inappropriate behavior pulled me aside and told me about it. The principal, Dr. Bylaitis, failed to call me. We, parents, leave our children in school trusting that they are in good hands, trusting that everyone is going to do the job they were hired to do and protect our

	<p>children. Now I wonder, how many times have similar things happened and not been properly reported to parents? I am aware of the district's policy for reporting these inappropriate relations between CPS employees and students, and these processes were categorically not followed. I recently learned DCFS was not contacted as outlined in CPS policy! Because of this procedural violation and the continued mishandling of this situation we ask that our staff and administration be held accountable and RE-TRAINED on this policy. We also request a thorough investigation into the mishandling of this case. The message from the district is that our children's safety is the highest priority for our school, but ACTIONS at the local level do not reflect that. How many more incidents are going to happen before we act? Nobody wants their children to suffer because of these bad decisions. We have reached a point where we have to say ENOUGH is ENOUGH! Not in our school. Not one more child. Thank you.</p>
22	<p>I've transferred to Washington on my sophomore year and now im a junior. I agree that the building should be renewed and fixed in order to have a better learning environment for our students. Although i forgot how it was like being in the building, i know that Washington is not perfect and could need improvement. The hallways are overly crowded and students only have 5 minutes to get to their classes, which i see as unreasonable time. Students are separated from each other because the environment is full of conflicts and hatred. Teachers are somewhat harsh and not understanding of students issues in school and out side of school. We all share counselors, which is more difficult to get support and the attention students need. George Washington has over a thousand students and should be renewed into a bigger building. I've join Poms last year, a after school athletic group who dances for the school and other athletic groups. I felt that my team was not supported by the school. They valued the cheerleaders more with new uniforms and where we had to use old uniforms. We worked as hard as the cheerleaders and we dont get appreciated the same. Poms helped me mentally and physically throughout sophomore year. I've made friends from that team. It hurts to see the division between cheerleaders and Poms. Also, we had to practice in a classroom and the hallways! Rebuilding could really benefit our sports as well.</p>
23	<p>My name is Carolina Barrera Tobón and I am an LSC parent representative at Inter-American, the second oldest dual language school in the country and a national model for dual-language instruction. Our students come from diverse backgrounds: Eighty four percent of our students are Latinx, 54% are low income, and 35% are English Learners. We are proudly a top performing school in the district and state.</p> <p>Inter-American is one of a few schools in the district that was founded by parents and has a long history of parent activism. Unfortunately, this participation has been recently threatened. Our principal, Dr. Bylaitis has demonstrated a pattern of poor judgement that does not reflect our district's core values and is not respectful of our communities. On January 5th her contract was not renewed and there is a growing fear in our community that she will reapply for the principal position. Since the non-renewal, several issues have emerged that further call into question her fitness as a leader.</p> <p>You will hear from two mothers who will describe their traumatizing experiences. In Ms. Gómez's case when a child's safety was threatened, DCFS was not properly involved. In Ms. Dodson's case when a child was safe at home with his mother, DCFS was called. I cannot understate how problematic and unconscionable these scenarios are.</p> <p>These mothers' courage speaking out, has led other parents to come forward with their similarly alarming stories. What is common across all of these scenarios is our</p>

principals' poor judgement and lack of uniform application of policy. These situations have been exacerbated by the network's and the district's lack of action, including the OIG's mishandling of Ms. Gómez's case.

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Dr. Bylaitis's continued mishandling of these cases is disruptive and brings trauma to our stakeholders and we fear this is going to impact our enrollment and our principal selection process. We call upon the district to intervene and respond to the dire call to ensure student safety. During the reopening, the district has made many promises, the most basic of which is that "it is safe" to go back to school. How can you look at these parents after what has happened to them and tell them that their children are safe? Thank you for your time.

24 George Washington High School is a place where students look for opportunities to get involved, and work hard to be successful. Whether it is the sports team, activities, clubs, or any other number of different areas, the students are always excited about the new opportunities that await them. However, all too often, our students' opportunities are limited. Nevertheless, our students still find a way to succeed. No matter the limitations that they face on a daily basis, they still work hard to be the best that they can be. Limited by the lack of resources. Limited by the building in which they have far too little space to move around. Limited by the fact that we do not have enough space to conduct practices for our sports teams. Limited by teams having to conduct practices in the school hallways, amongst the other students and athletes looking for a space to call their own. Limited by having to pay to rent out athletic facilities (tracks, soccer fields, courts, etc.), rather than having places that they can call their own. No matter the situation, our students find a way to push through and give their best effort. This situation is not unique. Far too many students and schools face these same issues. However, that doesn't mean nothing can be done. Let's work to find a way to give these students, athletes, and future leaders the resources, facilities and learning experiences that will allow them to shape their lives in the ways that they see fit. These students shouldn't have to get by with less. Now is a great time make some positive moves in the right direction. Our students deserve it.

25 My name is JaNay Dodson. I am coming to you today as both an educator and a mother. I have proudly served this district and my students ever since I joined Teach for America 19 years ago. However, the pride I once felt has turned into shame, anxiety, and distrust. On March 2nd, the second day of in-person learning, my son was picked up late from Inter-American Magnet school due to a CPS transportation issue. At the last minute, my brother went to retrieve my son; however he was late; exactly 7 minutes past the 4:30 grace period. On Wednesday, March 3rd, a remote day for all students, I received an email from the principal, Daniella Byliatis, stating that students must be picked up by 4:30 and that, as a mandated reporter, I could be reported to DCFS for neglect. What I thought was a warning was actually an explanation of the action she had taken moments before on a day when my son was home learning remotely with me. On Thursday, March 4th, my son was pulled out of class to speak to a DCFS investigator, an experience that is traumatizing for any 10 year old; an experience I am still trying to help him understand.

It is my contention that Dr. Byliatis' actions were racially motivated as I am one of the few Black parents at IAMS and the only parent we have found to have experienced this response. During a time when our nation is trying to recover from the first pandemic in 100 years, this principal showed apathy vs. empathy and chose to assume neglect instead of consideration of what may have caused the late pick up. She did not call me nor his father. She did not reach out to my son's emergency contacts. She acted under the guise of policy. There is no place for explicit biases in our school system, a system that predominantly serves Black and Brown students. I am asking that this policy, which was made to ensure stranded students are kept safe, is revised so that it can never be used in this way against any other parent. I am also asking for the removal of Dr. Byliatis. I am asking the board to demonstrate your commitment to CPS families and the anti-discrimination policy by bringing an end to this principal's tenure. Thank you for your time and consideration of this matter.

https://docs.google.com/forms/d/1Mj8g6qTt15aWFTKs5sl-JmU7uUrofN3F9XOBmDW16-g/viewform?gxids=7628&edit_requested=true

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| 26 | I would like to say I would want the roofs to be fixed in George Washington high school . I also would want an non binary bathroom for kids who don't identify as a female or male. Having the roofs fixed is very important especially if they expect us to go back . And having a non binary bathroom would make kids comfortable when using the bathroom . |
| 27 | We need a new building because not only will this lead to a better learning environment, this will ensure the safety of students. There have been times when gang affiliated groups have come in close contact with students near school grounds (our field that is open to the public) and have gotten hurt or have been in danger. Further, the size of the classrooms are far too small. We need a new building to make room for those students. We have some students standing up or sitting on the floor during class because there aren't any desks and the rooms are too small |

ATTACHMENTS



Your Neighborhood School
Where College is the Mission

College Prep | Performance | Community

3535 E. 114th Street Chicago, IL 60617 PH: 773.535.5725

George Washington High School Local School Council **Resolution in Support of a New School Building and Athletic Fields**

Sponsored by Teacher Reps Donald Davis and Charles Stark **and Student Rep Trinity Colon**

WHEREAS, George Washington High School (GWHS) has experienced a consistent enrollment of 1,400 students, and an increase of enrollment during the 2020-2021 school year, AND

WHEREAS, GWHS has renowned academic programs including International Baccalaureate, Advanced Placement, Dual Credit, and Education-to-Careers options, AND

WHEREAS, GWHS' Girls and Boys Soccer, Baseball, 16-inch Softball, Volleyball, and E-Sports teams have succeeded at the local and state levels, AND

WHEREAS, sports teams have to compete for space to hold practice and competitions, and our soccer teams have to practice and play at Calumet Park, 3 miles away, and are oftentimes denied access to the fields, AND

WHEREAS, the school lacks sufficient space for pep rallies and assemblies to foster school pride and spirit, AND

WHEREAS, GWHS requires additional accommodations for Diverse Learners, including classrooms with windows and space for physical education activities, AND

WHEREAS, GWHS was recognized by the McCormick Foundation as an Illinois Democracy School for fostering civic engagement, valuing student voice, including robust instruction in civics, government, and history, inclusion of simulations of democracy and deliberation on current and controversial issues, and strengthening relationships with community partners, AND

WHEREAS, our building was constructed in the 1950s, originally intended as a middle school, utilizes a remote trailer for classrooms that students and staff have to walk outside to access, and is far inferior to selective enrollments schools which received new buildings, such as Jones College Prep (\$120 million to construct), and Hancock College Prep (\$50 million to construct), AND

WHEREAS, many selective enrollment schools have their own athletic fields, including Brooks College Prep, Lane Tech, and Hancock (\$1.8 million for a facility in construction), AND

WHEREAS, George Washington Elementary School (GWES), which is located across the street from the high school on 114th Street, also utilizes a trailer for classrooms where students and staff have to walk outside to access, and would benefit from taking over our current building, AND

WHEREAS, the 10th Ward has many vacant land and former industrial space that would be able to accommodate a new high school campus, AND

WHEREAS, as a neighborhood high school with expanded space GWHS would benefit the community through holding more events for parents and local groups to attend, AND

WHEREAS, Chicago Public Schools have made equity a priority goal for the district, THEN

THEREFORE BE IT RESOLVED, that the George Washington High School Local School Council respectfully requests that the Chicago Board of Education and Chicago Public Schools prioritize construction of a new school building and athletic fields for us in order to allow our neighborhood school to have comparable facilities to selective enrollment and suburban schools.

Once approved a copy of this resolution will be sent to Mayor Lori Lightfoot, Alderwoman Sue Sadlowski-Garza, CPS CEO Janice Jackson, Chicago Board of Education members, Maurice Swinney, Governor J.B. Pritzker, U.S. Representative Robin Kelly, Illinois Senator Elgie Sims, Illinois Representative Marcus Evans, and local news media outlets.

Adopted by the GWHS LSC on Tuesday, March 16, 2021.





March 24, 2020

Chicago Board of Education
42 W. Madison St.
Chicago, IL 60602

Re: CPS Collaborating with Out-of-School Time Programs

Dear Chicago Board of Education Members:

Thank you for your leadership during this difficult time. Your action has helped ensure the safety of our youth, families, and communities. As we look ahead, we will again need strong leadership to ensure that we recover fully and quickly—and that includes making sure our youth have the support they need to catch up and re-engage in school and community life. In that vein, our coalition offers the following comments to strengthen the usage of out-of-school time (OST) programs in Chicago Public Schools (CPS). Afterschool for Children and Teens Now (ACT Now) is a statewide coalition that works to ensure that young people in Illinois have access to quality, affordable afterschool, community school, and youth development programs. ACT Now includes over 1,900 members, giving voice to Illinois families, educators, business leaders, community advocates, youth organizations, and policymakers.

Afterschool and summer learning programs have long provided supplemental education and support to help close academic and opportunity gaps among students most in need. Studies show that afterschool programs are sparking students' interest in school leading to better school attendance, grades, standardized test scores, and behavior.¹ Further, Chicago is a national leader in the community schools movement. Community schools are public schools that partner with families and community organizations to provide well-rounded educational opportunities and supports for students' school success.²

We understand the extensive difficulty that the school district faced in responding to the pandemic. With all of the priorities CPS had to consider, it was difficult to bring OST programs into the fold. **However, OST programs both afterschool and during the summer will be an essential strategy in helping to combat learning loss and addressing the social and emotional needs of students. Programs have not received guidance from the district and have not be included in the planning process for reopening.** Given the historic funding available for education and the opportunity provided by afterschool programs, we request that Chicago consider the following for collaborating with OST programs:

¹ Durlak, J.A. & Weissberg R.P. (2010). *Afterschool programs that follow evidence-based practices to promote social and emotional development are effective*. Retrieved from http://www.expandinglearning.org/docs/Durlak&Weissberg_Final.pdf.

² Partnership for the Future of Learning. (n.d.). *Community school playbook*. Retrieved from <https://communityschools.futureforlearning.org/assets/downloads/community-schools-playbook.pdf>.



1. Issue a formal statement encouraging principals to work closely with their community-based partners, including allowing them to use school facilities where possible.
2. Ensure schools have a plan to utilize their 21st Century Community Learning Center funding fully.
3. Hold a meeting with CPS and OST and community school programs to have a collaborative discussion about how these programs can support the district.
4. Use federal COVID relief funding to support the rising costs of current OST programs and expand OST opportunities.
5. Utilize the ISBE After School Programs funding to support OST and community schools in Chicago and make this plan public.

We stand ready to collaborate to address these issues and appreciate a response to these concerns.

Sincerely,

Comments to the Board of Education Meeting March 24, 2021

Public Participation

I am Dan Kramer, Principal for the past 4 years at Roosevelt High School, and very proud to share I was recently renewed as Principal - and truly excited for our future.

I am here to share a serious concern from Roosevelt High School community over the **very** recently announced proposal for relocation and expansion of the Aspira Early College Charter High school from their current location at 3986 W. Barry to co-locate with the Aspira Haugan Middle School at 3729 W. Leland, which is less than 4 tenths of a mile from Roosevelt – and squarely in the center of our neighborhood enrollment footprint.

Each year Roosevelt has participated in the ARA process, this is how we were recently granted our new Dual Language program and Aspiring Teachers Academy. We know from this and other enrollment projection data that there is NO identified need for additional high school seats in the Albany Park Community. In fact, Roosevelt is rated under full utilization capacity.

Now I am very proud to share that Roosevelt has outperformed the recent trend of many CPS neighborhood high schools in that we have seen slow but steady increases in our enrollment in the past three years.

We are confident that this is due to GREAT efforts we have made in improving school culture and performance.

What the ARA and demographic District data does how show is that while there is no shortage of **high school seats** in Albany Park, there is urgent need for expanded facilities at numerous overcrowded elementary schools, including one elementary school that is currently operating out of a neighborhood church!

The building Aspira is seeking to locate to is a CPS owned facility, and it is difficult to understand why this is being considered as the new location for charter high school programming when CPS elementary students are struggling today in Albany Park with overcrowded facilities

District research consistently demonstrates that when a charter high school is moved into close proximity of a neighborhood high school, the neighborhood high school inevitably experiences an impact on enrollment, and loss of the accompanying resources.



We are frustrated that this has not been a transparent process. Whether this is due to demands we are all dealing with in this highly challenging year, I don't know, but as the leader of a school to be dramatically impacted by this change, I was only made aware of this proposal several weeks ago. There has been virtually no community sharing of information, no public discussion of the proposal, that scope of the change, plans for the future, participation by the many community organizations in Albany Park with which I regularly meet – no one knew this change was coming.

Last week I found an announcement on the Facebook page for Aspira for a community forum. I attended this forum, and found I was the only member from Chicago Public Schools in audience of about 20 parents. It was 20 a minute meeting with no agenda, no documentation, where the chief topic of discussion was remote learning.

I am here today to advocate in loudest possible terms that in this time of so many unknowns in the return to normal school, that the plan for Aspira be postponed until a genuine impact analysis can be held, to include ALL community stakeholders such as Roosevelt, not only the team from Aspira.

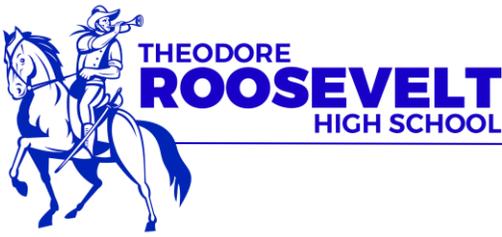
We believe this analysis must explore whether there are more urgent needs in the Albany Park Community for which this facility may better serve, and finally identify the are neighborhoods on the north side of Chicago that ARE experiencing overcrowding and waitlists at the high school levels (spoiler alert – there are several) where the relocation of the Aspira campus would benefit everyone in the community, not only the Aspira program.

I would like to conclude by saying I am not here to criticize the Aspira organization – I greatly respect their long history of community engagement in Chicago and they have done much important, hard work. However, we are highly concerned that this is a move of convenience, not equity, and while it benefits the members of Aspira, yet again a neighborhood high school, in this case Roosevelt will lose hard won earned resources that we, too, deserve

Respectfully,

Dan Kramer, Principal

Roosevelt High School



3/19/21

Mr. Bing Howell, Chief Portfolio Officer, CPS Office of Innovation and Incubation

Cc. Dr. Janice Jackson, CEO, Chicago Public Schools; Officers, Chicago Board of Education; Dr. Laura LeMone, Network 14 Chief; Alderman Rossana Rodriguez, 33rd Ward; Alderman Carlos Ramirez-Rosa, 35th Ward

Dear Mr. Howell,

I am writing to share great concern from the Roosevelt High School community regarding the recently released proposal to relocate the Aspira Charter High School: Early College Campus from its current location at 3986 W. Barry to co-locate with the Aspira Haugan Middle School at 3729 W. Leland.

The proposed relocation would place Aspira 0.4 miles from Roosevelt High School, and based on the patterns of Chicago charter enrollment, whenever a charter school has opened/relocated a campus in close proximity to a CPS neighborhood high school, there has been an inevitable impact.

Over the past four years of my tenure as Principal at Roosevelt, we have made great efforts to reverse a pattern of dropping enrollment and stagnant academic performance. I am very proud to share that our results have been significant: we have raised Roosevelt performance rating to 2+ for the first time in over a decade (and quickly closing in on Level 1), we have expanded academic offerings to include our new Dual Language program, Aspiring Teachers Academy, and more dual credit/AP options than ever before – and perhaps the most relevant indicator of our improved standing: Roosevelt is one of the few neighborhood high schools to show increasing enrollment in the past 3 years, exceeding the CPS projections for our school.

We are especially proud of this enrollment boost, as it is a direct measure of increased confidence in Roosevelt High School by the families in our community. Roosevelt is making the transition from being a default neighborhood school option to becoming a destination school of choice, and this is due to the exemplary dedication and hard work from our teachers, staff, students and families.

Here is a sample of progress we have made:

	2016-17	2019-20	% growth
Freshmen on-track	66.4	82.3	23%
Graduation Rate	62.6	69.8	12%
College Enrollment	58.2	68.3	17%



Rossana Rodríguez-Sánchez

Alderman, 33rd Ward

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COMMITTEE MEMBERSHIPS

Ethics
Education and Child Development
Environmental Protection and Energy
Health and Human Relations
Pedestrian and Traffic Safety Rules
Immigrant and Refugee Rights

March 19th, 2020

Mr. Bing Howell, Chief Portfolio Officer, CPS Office of Innovation and Incubation

Cc. Dr. Janice Jackson, CEO, Chicago Public Schools; Officers, Chicago Board of Education;
Dr. Laura LeMone, Network 14 Chief

Dear Mr. Howell,

I write to you today out of deep concern in regards to the proposal to relocate the Aspira Charter High School: Early College Campus from its current location at 3986 W. Barry to co-locate with the Aspira Haugan Middle School at 3729 W. Leland in our Albany Park Community.

If this relocation takes place Aspira would be located 0.4 miles from Roosevelt High School. This would put Aspira in direct competition with Roosevelt (our only neighborhood high school) for student enrollment. This would be a disservice to a school community that has worked incredibly hard over the past four years under the leadership of Principal Kramer to get the school to a great place. Roosevelt High School has incredible academic programming such as a Dual Language program, Culinary arts, a Teachers Academy among many other offers. It has also developed a Restorative Justice program that has transformed the culture of the school in terms of student discipline and engagement, and it is a model that we want to continue nourishing and growing so it becomes a blueprint for the city. Because of these improvements and all the school community efforts Roosevelt's enrollment is at a very healthy place.

I also want to address the need for space that one of our neighborhood schools has in my ward. North River Elementary school has been occupying a church building that is in no way adequate for an elementary school. The school leadership has been trying to work with CPS to find a new location for the school, which has an enrollment of over 300 students. It is my understanding that the building that Aspira currently leases from CPS has a capacity for 800 students and the middle school currently has an enrollment of around 200. It is my hope that this need for space from one of our neighborhood schools could also become a consideration in the conversation about approving the Aspira High School to move into the building.

As a former teacher who has worked in both public and charter schools, I am very sensitive to the needs of all school communities and I deeply respect the great work that Aspira does in our communities. In this instance I have to say that relocating the Aspira Charter High School into the 3729 W. Leland building would have a very negative impact on our only neighborhood high school and would only benefit the Aspira school community at the expense of our Roosevelt school community.

As Alderman of the 33rd Ward it is my responsibility to advocate for the well being of our schools and the resources they need. That responsibility in this instance demands that I express my opposition to the relocation of the Aspira Charter High School: Early College Campus into the 3729 W. Leland building.

I am happy to have a conversation about this matter and answer any questions you might have.

Sincerely,

A handwritten signature in black ink, appearing to be 'RS', with a long horizontal line extending to the right.

Rossana Rodriguez-Sanchez

Alderman, 33rd Ward

As a parent of two young children in 1st and 3rd grade, I am very grateful to the outstanding job done by the teachers and CPS with the remote schooling over the past year. But I am also anxious because I can see the damage that remote schooling is slowly doing to my kids; loss of self-confidence, anxiety, mood swings, and even early depression. Many parents tell me similar stories about their kids. In spite of everyone's best intentions, remote schooling is reaching its limit. Hybrid 2 days a week in-person has been a lifesaver, but it's still not enough.

The situation with the Covid19 continues to be serious, but it is also rapidly improving. In April, vaccination will be accessible to all adults in Illinois. The CDC is now recommending that students should be at least 3 feet apart in elementary schools.

As soon as possible, CPS should offer to parents the option of hybrid schooling with 4 days a week in-person. **Let's not give up on this school year, which still has MORE than a quarter to go.**

Even more important, CPS must start planning right now to offer the option of full-time in-person schooling in September. A majority of the adults in the US should be vaccinated before the end of the summer. It should be safe.

The complete silence by CPS about opening schools in September is cause for concern. September is less than 6 months away. With the many months it took to negotiate the hybrid schooling between CPS and CTU, there is no time to waste. We must start open discussions about the reopening metric NOW if we want to be ready to offer the option of full-time in-person schooling in September. Our families deserve this transparency and commitment from both the district and union officials.

Thank you for your time.

March 15, 2021

To Dr. Janice Jackson, Dr. Maurice Swinney, Network 4 Chief Klee, Members of the Chicago Board of Education, and Members of the Illinois State Board of Education:

Our Inter-American community is writing to express concern with the current CPS written policy to contact the Department of Children and Family Services (henceforth DCFS) as a result of late pickup in the current school reopening [protocol](#) shared by Chicago Public Schools. This protocol is not new and currently part of our Inter-American [parent-student handbook](#), but the application of it occurred for the first time (to our knowledge) at our school.

On Tuesday March 2nd, due to an unexpected lack of bus transportation, a parent from our community was delayed in picking up her child from school. The mother of the child thought the child would be on bus transportation. She attempted to contact the school multiple times without success. Even though the mother was delayed, she did not receive any contact from the school until after the child was picked up at 4:37 pm that afternoon. Following the incident, the parent received an email from our principal stating that, "CPS protocol states that if the parent, guardian, or emergency contact does not come to the school to pick up the child by 4:30 p.m., the school will be obligated to call the Chicago Police Department and the Department of Child and Family Services hotline to report child neglect."

The full policy states:

1. School staff should call the parent or guardian who usually picks up the student. If that person cannot be reached, staff should leave a voice message, if possible, stating, "If the parent, guardian, or emergency contact does not come to the school to pick up the child by 4:30 p.m., the school will be obligated to call the Chicago Police Department and the Department of Child and Family Services hotline to report child neglect." Staff should leave the same voice message with all emergency contacts.
2. If by 4:30 p.m., the parent, guardian, or emergency contact has not been reached and/or no one has come to pick up the student, school staff should call:
 - a. DCFS hotline at 1-800-25-ABUSE (252-2873) to report child neglect; and
 - b. CPS Student Safety Center at 773-553-3335 to explain that a student is stranded and provide the student's emergency contact information.
 - c. If the parent, guardian, or emergency contact calls back or picks up the child, the school should call the CPS Student Safety Center to provide an update.

Although the protocol states that the parent and emergency contacts should have been called prior to notifying DCFS and that DCFS should have been contacted when the child had not been picked up by 4:30pm, the principal did not report this incident to DCFS until Wednesday, March 3rd, a day when children were not in attendance at the school. On Thursday March 4th, the child was removed from his classroom and questioned by a DCFS employee. We suspect that the questioning of this student did not follow CPS [policy](#). On Friday, March 5th, DCFS went to this family's home. This information was shared with us during public participation at our LSC meeting that Friday evening. The parent provided details about the incident including the fact that her child was traumatized by this incident. She also stated that that same day, she waited at the school until the last child was picked up (at 4:47) and inquired whether that person had had a similar threat or action taken against them (report to DCFS). The parent

indicated that he had not. Due to these circumstances the mother believes that the application of this policy in this specific scenario was purposeful and malicious. We have yet to receive any indication to the contrary.

We as a community are appalled at both the policy and our principal's application of this policy. While we understand that there are limited staff in the building due to the pandemic and the reopening framework, we cannot overstate how problematic this type of punitive policy is and how urgently it needs to be rescinded and replaced with a more empathetic and reasonable policy.

There are several issues with this type of policy. First, we do not think it is reasonable to equate being late for pickup, in isolation, with child neglect. Combined with the fact that all CPS employees are already mandated reporters, we expect that any suspicion of child neglect or abuse would be taken seriously and reported to DCFS. In this way, this policy is not only redundant but purposefully and unreasonably hurtful. Its only purpose, then, is to disproportionately punish parents who may be struggling with resources for transportation.

While it is a fair expectation for parents to pick up their children on time, it is important to take into consideration the context in which these occurrences happen and this should be reflected in the policy. First and foremost, this is the first week back in school after a one year hiatus. Second, this parent is a CPS employee whose livelihood is now threatened due to the impulsive and unjustified application of this policy. This family lives outside of the bussing boundaries for our magnet school, and the lengths this parent has gone to in order for her son to attend our school for the past five years, are commendable and should be applauded. Instead, our district and our administration have created a situation in which her perseverance and dedication to our community as well as her fitness as a parent are questioned and attacked. We firmly believe that the first response in this type of scenario should not be to leverage high-stakes threats against parents, but instead seek ways to help or support them during these challenging times.

Similarly, transportation and logistics have long been an issue for our district, and more so during the return to school. The message from the district throughout the reopening campaign has been that they are ready to receive students back in the classrooms. Yet the district has fallen short in their promise for bussing and transportation. How then, can CPS put into place a policy that completely fails to take into account the district's shortcomings into consideration?

The application of this punitive policy in a community that is already disproportionately suffering and affected by the pandemic is cruel and does not reflect the district's commitment to equity and community-building. The policy is also especially vulnerable to unequal application which could further harm our district's efforts towards equitable treatment of all students and families. We expect our administration and leaders to have good judgement and make reasonable decisions that reflect our district's core values and are respectful of our communities. This policy and its application in this situation does neither of those things. Given that our district serves many children from marginalized communities, these types of policies go directly against our vision for a district that is "equitable, inclusive, supportive, responsive, and makes us all proud."

Finally, the principal’s choice to employ this policy toward a member of our community does not inspire confidence in her leadership or judgement. The policy clearly states that the student’s parent or emergency contact should have been called prior to calling DCFS, yet our principal circumvented this part of the policy. Instead of responding to this transportation issue with empathy and support, she chose to respond punitively and inflict unnecessary harm on both the parent and the child. While one could argue that our principal was simply following protocol, even under the protocol, she had the option not to contact DCFS after learning that the parent had been in contact with the school prior to the 4:30pm deadline and/or that the school had not attempted to contact the parent.

To conclude, we have two requests--one specific to the district and the other specific to our school. We request that the policy of calling DCFS if children are not picked up on time be removed from CPS guidance. We also request that the district investigate the alleged differential application of this policy to racially marginalized parents in our community. We take this allegation seriously not just because our district serves primarily Black and Latinx children, but also because racism of any kind goes directly against both our district’s mission and the school’s mission for “acquiring an understanding, appreciation, and acceptance of other cultures and demonstrating social consciousness in a pluralistic world.”

In solidarity,

Carolina Barrera Tobón, Ph.D.	LSC Parent Representative	3/15/2021
Claudia Hernandez	Parent	3/15/2021
America Gonzalez	Parent	3/15/2021
Cristina Pacione-Zayas	Parent	3/15/2021
Violeta Jimenez	parent	3/15/2021
Nariana Castillo	parent	3/15/2021
Carrie Hardin	Parent	3/15/2021
Katie mcauliff	Parent	3/15/2021
Vanessa Mendoza	Parent	3/15/2021
Tara Howarth	Parent	3/15/2021
Maria Luisa Ugarte	parent	3/15/2021
Jose Luis Roman Solis	parent	3/15/2021
Juana Hernandez	legal guardian of a student	3/15/2021
Zadia Alegria	Parent	3/15/2021
Chya Hughes	Parent	3/15/2021
Megan Marshall	LSC parent representative	3/15/2021
Erinn Hernandez	Parent	3/15/2021

Jenny Flowers	Parent	3/15/2021
Clauy	Mother of a current IAMS student	3/15/2021
Melanie Alvarez	Parent	3/15/2021
Jennifer Torres	Parent	3/15/2021
Joseph Lewis	Parent of two IAMS students	3/15/2021
Tracey Biesterfeldt	Child is a student	3/15/2021
Molly Simpson	parent	3/15/2021
Jenny Barrera	parent	3/15/2021
Molly Simpson	parent	3/15/2021
Andrea Trabacchin	Parent	3/16/2021
Eric Alvarez	Parent	3/16/2021
Kevin Flowers	Parent	3/16/2021
Rocio Meza	Parent	3/16/2021
Luis Meza	parent	3/15/2021
Brenda Rivera	Parent	3/16/2021
Ryan Kelleher	Community	3/16/2021
Derrick	Alumni	3/16/2021
Angelica Ugarte	Former IAMS parent	3/16/2021
Benjamin Villagran	Brother in law	3/16/2021
Denis Balbuena	Parent	3/16/2021
Millaray Ugarte	previous student	3/16/2021
Danae Corado	Parent	3/16/2021
Nancy rodriguez	Parent	3/16/2021
Irma A Ortiz	Parent	3/16/2021
Natasha Erskine	Community Member	3/16/2021
Ryan Kelleher	Community	3/16/2021
Joyce klein	Parent	3/16/2021
Gudrun Priemer	Parent	3/16/2021
Cesar Rodriguez	Parent	3/16/2021
Carrie Braun	Parent	3/16/2021
Maricarmen Rizzo	Parent	3/16/2021

Ramona Alcalá	Parent	3/17/2021
Julie Lehto	Parent	3/16/2021
Beatriz Gomez	Parent, FELE President	3/16/2021
Sonia Solla	Parent	3/16/2121
Mahli Wray	Parent	3/16/2021
Francisco Barrera	Parent	3/16/2021
Sam Koentopp	LSC Parent Representative	3/16/2021
Chicago SpedPAC	Community Member	3/16/2021
Danelia Najera	Parent	3/16/2021
Lisa Bredenkamp	Parent	3/15/2021
Zadia	Parents	3/17/2021
Elizabeth Arriaga	Parent	3/17/2021
Nicole Gibson-Donohoe	Parent	3/17/2021
Adam Gibson-Donohoe	Parent	3/17/2021
Denise Gorden	Parent	3/17/2021
Noah Ginsburg	Parent	3/17/2021
Elysa C. Jimene	Parent	3/17/2021
Monique Farren	Parent	3/17/2021
Ms. Natasha	Community	3/17/2021
Cynthia Delgado	Parent	3/17/2021
Erin Waugh	Parent	3/17/2021
Nuria McNeal	Parent	3/17/2021
Norbella Garcia	Parent	3/17/2021
Nataly de leon	Mother	3/17/2021
Margarita Rosa	Community resident	3/17/2021
Cynthia Delgado	Parent	3/17/2021
Monica Melendez Lopez	Parent	3/17/2021
Francisco Barrera	Parent	3/17/2021
Jessica Brito	Parent	3/17/2021
Janet Vargas	Parent	3/17/2021
Jesus Brito	Parent	3/17/2021

Elizabeth Z. Hollins	Parent	3/18/2021
Rebeca Bailey-Rivera	Parent	3/18/2021
Allen Rendel	Parent	3/18/2021
Rhoda Rae Gutierrez	CPS parent	3/18/2021
Celeste OConnor	CPS Parent	3/18/2021
Vicki Tseng	Community member	3/18/2021
Rebekah Ray Nguyen	Parent	3/18/2021
Jazmin Brito	Family Member	3/18/2021
Melizabeth Santos	Former IAMS parent and teacher	3/18/2021
Anjali Bidani	concerned Chicagoan, CPS parent	3/18/2021
Nicole Abreu	Concerned CPS parent	3/18/2021
Mila Cohen	CPS parent	3/18/2021
Jungyoon Jaz Park	Chicago resident	3/18/2021
Evelia Zavala	Concerned CPS parent	3/18/2021
Frances Ortiz	Iams parent	3/18/2021
Lindsey Woods	Current IAMS parent, former CPS student.	3/18/2021
Jennifer Stites	concerned Chicagoan	3/18/2021
Julissa Cruz	IAMS parent	3/18/2021
Jodi Lacy	Concerned Chicagoan and CPS parent	3/18/2021
Carissa Szymanski	CPS parent	3/18/2021
Chaney Diamond	CPS Teacher	3/18/2021
Yael Hoffman	CPS parent	3/18/2021
Brian R. Grossman	CPS parent	3/18/2021
Shannon Sullivan	CPS parent	3/18/2021
Milagros Banos	Community member	3/18/2021
Cassandra Kaczocha	Concerned Chicagoan	3/18/2021
Lindsay Hagy	Concerned Chicagoan and IMS neighbor	3/18/2021
Ashley Hutti	CPS Parent	3/18/2021
Allison M Levinsky	Concerned Chicagoan	3/18/2021
Jacquelyn Rosa	Parent	3/18/2021

Oscar Newman	CPS parent and teacher	3/18/2021
Celia Chávez	IAMS Parent	3/18/2021
Joshua Hasken	CPS parent and former CPS teacher	3/18/2021
Lydia A. Saravia, Ph.D.	Alumni, citizen, concerned community member	3/18/2021
Elaine Lee	LSC Parent Rep	3/18/2021
Leonor Cuevas	Teacher	3/18/2021
Julio Saravia	IAMS Graduate	3/18/2021
Serena Lee	Illinoisan and former Chicago resident (and current property owner)	3/18/2021
Brooke Bacon	concerned Chicagoan	3/18/2021
Laura Lindroth	Trainer of CPS personnel and concerned citizen	3/18/2021
Beatriz Gomez	Parent	3/18/2021
Lynda Elimon	Retired CPS teacher, Chicago resident	3/18/2021
Becca Blue	CPS parent	3/18/2021
Diana L Krasnansky	IAMS parent	3/18/2021
Emily Saey	CPS Teacher	3/18/2021
Stacey and Josh Hoekwater	Community member	3/18/2021
Pamela Sanchez	IAMS Parent	3/18/2021
Keri Cavanaugh	Concerned CPS parent	3/18/2021
Lauren Levites	CPS Teacher, Lindblom Math and Science Academy	3/18/2021
Sarah Shields	CPS parent, concerned Chicagoan	3/18/2021
Debra A. Hass	Concerned Chicagoan	3/18/2021
Eliina Viele-Pritzker	CPS parent	3/18/2021
Brenna O'Brien	Parent at Coonley Elementary School	3/18/2021
Eric Cho	CPS parent	3/18/2021
Tari Toppe	CPS parent of a child at Coonley Elementary	3/18/2021
Vanessa Padecky	CPS Parent	3/18/2021
Melissa Kerch	CPS parent	3/18/2021
Jess Mullen	Former CPS teacher	3/18/2021

Henrique Kerch	CPS parent	3/18/2021
Kelly Kaiser	Concerned CPS Parent	3/18/2021
Kathleen Hayes	concerned Chicagoan, Illinoisan and CPS parent	3/18/2021
Raquel Martinez	Alumni	3/18/2021
Yanelet Delgado	Chicagoan	3/18/2021
Jenni Lamb-Hetherington	CPS Parent	3/18/2021
Leticia Sotelo	IAMS Parent	3/18/2021
Noah Ginsburg	IAMS PARENT	3/18/2020
Jessica Szymanski	Concerned Chicagoan	3/18/2021
America Gonzalez	Parent	3/18/2021
Lindsey Good	Concerned former Speech Therapist of this student	3/18/2021
Erin O'Brien	CPS parent, former CPS employee	3/18/2021
Jenny Ludwig	CPS parent	3/18/2021
P. Zitlali Morales	concerned Chicagoan	3/18/2021
Ian Brannigan	CPS Teacher	3/18/2021
Marcoantonio Duenas	CPS Teacher	3/18/2021
Naomi Oliva	Cps student	3/18/2021
Amber A Johnson	IAMS parent of 2	3/18/2021
Keren Aguilar	IAMS STUDENT 2017	3/18/2021
Monica Torres-Linares	CPS Parent	3/18/2021
Lisa Miranda	CPS Parent and LSC Member	3/18/2021
Maria Mugnaini	IAMS parent	3/18/2021
Lindsey A Reiser	CPS teacher	3/18/2021
Gali Pineda	CPS student	3/18/2021
Tlaloc Alberto Ugarte-Roman	Cps student	3/18/2021
Jacquelyn Rosa	Parent	3/18/2021
Megan Wells	IAMS Parent	3/18/2021
Rozetta Bryant	CPS Parent and Teacher	3/18/2021
Elia Ramirez	IAMS parent	3/18/2021
Griselda Pashazadeh	CPS Parent	3/18/2021

Dr. Nova Martinez	IAMS Alumni	3/18/2021
Elisabeth Hirsch	CPS teacher	3/18/2021
Aleya English	Concerned Chicagoan	3/18/2021
Samantha Smith	Concerned Chicagoan, Lakeview resident	3/18/2021
Octavia Brennan	CPS Parents	3/18/2021
Jessica Burtnett	CPS Parent	3/18/2021
Sophia Ott	Former student at this school	3/18/2021
Nariana Castillo	IAMS parent	3/18/2021
Elizabeth Wilson	Child advocate	3/18/2021
Leigh Mabry	CPS Parent	3/18/2021
John Wray	IAMS alum, cps teacher	3/18/2021
Grae Rosa	Sibling is a student at IAMS	3/18/2021
Tracey Starkovich	CPS parent	3/18/2021
Crystal Schaldenbrand	Parent/CPS teacher	3/18/2021
Kim Holmes	Concerned Chicagoan	3/18/2021
Joanna Maravilla	CPS Parent	3/18/2021
Cassie Creswell	CPS parent, Jones College Prep LSC parent rep and chair	3/18/2021
Robin Heggum	IAMS parent	3/18/2021
Analee Morales	cps student	3/18/2021
Sondra Morin	Teacher	3/18/2021
Ivy Engebretson	CPS teacher	3/18/2021
Veronica Chavez	IAMS parent	3/18/2021
Norbella Garcia	Parent	3/18/2021
Natalia Evens De Menezes	IAMS Alumni (Class of 2007)	3/18/2021
Kary Nealle Jencks	I am a mom. I'm a white mom. I'm a mom who has picked up her children late too. If you arrest her you need to arrest me too.	3/18/2021
Laisha Alarcón	Aunt of IAMS student	3/18/2021
Jill Hallett	CPS Parent and concerned Chicagoan	3/18/2021
Marco Cabral	IAMS parent	3/18/2021

Lola Mann	CPS parent	3/18/2021
Erica Harris	CPS Parent	3/18/2021
Juliana Gonzalez-Crussi	IAMS parent	3/18/2021
Claire Barner	CPS Parent	3/18/2021
Falon Arroyo	IAMS	3/18/2021
Anavelia Mauricio	IAMS parent	3/18/2021
Molly Conway	Former IAMS parent	3/18/2021
Heidi Moore	CPS parent	3/18/2021
Gregory Goodman	Concerned Chicagoan and CPS teacher	3/18/2021
Christina Rivers	Concerned chicagoan and property tax-payer	3/18/2021
Maryanne Confer	CPS teacher	3/18/2021
Jessica Brito C	CPS family member	3/18/2021
Fiona Forde	CPS Teacher	3/18/2021
Vanessa Aduro	Concerned Chicagoan	3/18/2021
Norma Gomez	IAMS Parent	3/18/2021
Latoya Thorn	IAMS Parent	3/18/2021
Joanna Maravilla	CPS Parent	3/18/2021
Esther Martínez	CPS PARENT	3/18/2021
Chinella Miller	LSC member, CPS parent, concerned community member.	3/18/2022
Elizabeth Stock	Concerned CPS parent	3/18/2021
Jailyn Minor	Concerned Citizen	3/18/2021
Melissa Beemsterboer	CPS teacher	3/18/2021
Ja'Neane Minor	miembro de la comunidad	3/18/2021
Quinn Minor	miembro de la comunidad	3/18/2021
Dorian Minor	miembro de la comunidad	3/18/2021
Camille Davis	Teacher	3/18/2021
Elizabeth Levey	IAMS parent	3/18/2021
Frida K Furman	Concerned Chicagoan	3/18/2021
Kate Siemsen	Concerned CPS parent	3/18/2021
Amy Crawford	IAMS parent	3/18/2021

Elíseo Navarro	Parent	3/18/2021
Tiffany Marzuki	Community Member	3/18/2021
Juliana Barrientos	Iams parent	3/18/2021
Diana Kelley	IAMS parent	3/18/2021
Nina Lichtenstein	Cps parent	3/18/2021
Orianna Ward	Community member	3/18/2021
Rachael G. Pontikes	Parent of IAMS student	3/18/2021
Bob Keenan	IAMS Parent	3/18/2021
Molly Cranch	CPS parent	3/18/2021
Tynisha Little	CONCERNED CITIZEN	3/19/2021
Kelly Brask	CPS parent	3/19/2021
LaNisa R Frederick	Concerned citizen	3/18/2021
Cristina Torres	CPS Parent	3/18/2021
Christina O'Brien	CPS Parent	3/19/2021
Makail Brown	Friend of a friend.	3/19/2021
Katherine Denler Oliver	CPS Parent	3/19/2021
Juliet Alejandre	Concerned CPS Parent, Alumni, former LSC Parent Rep	3/19/2021
Brittany Southworth	Cps parent	3/19/2021
Lisa Myers	CPS Parent	3/19/2021
Patricia Andrade	CPS Parent	3/19/2021
Amanda Bevacqua	CPS Parent	3/19/2021
Huu Thi Nguyen	CPS parent	3/19/2021
Kathryn Lindeman	I am a CPS teacher who lives 2 blocks from IAMS. We have a 2yo that we would like to consider IAMS for.	3/19/2021
Corina Espinoza	concerned parent	3/19/2021
Ahmere Spann	CPS Student	3/19/2021
LaMia Brewster	CPS student	3/19/2021
Caitlin Brice	CPS parent	3/19/2021
Judith Duron	Madre	3/19/2021
Amy Kasper	Concerned Chicagooan	3/19/2021

Lashanda Gipson	None	3/18/2021
Lucia	Concerned Chicagoan	3/19/2021
Susan Kuang	Concerned Chicagoan	3/19/2021
Anand Swaminathan	concerned Chicagoan with school children	3/19/2021
Sarah Grady	CPS parent	3/19/2021
Heather Lewis Donnell	A concerned CPS parent	3/19/2021
Maria Minor	Former parent	3/19/2021
Claire Atkerson	CPS alumnus	3/19/2021
Lauren Lebata	Concerned Citizen	3/19/2021
Melinda Ek	Illinoisian	3/19/2021
Sanjana Lakshmi	Chicago community member	3/19/2021
Steve Art	Concerned Chicagoan	3/19/2021
Ethan Woodward	concerned Chicagoan	3/19/2021
Rachel Brady	Chicagoan, former CPS teacher, civil rights attorney	3/19/2021
Thommy Purnell	concerned Chicagoan	3/19/2021
Theresa Kleinhaus	Concerned Chicagoan	3/19/2021
Melisa Topic	Concerned Chicagoan	3/19/2021
Andy Thayer	Concerned Chicagoan	3/19/2021
Blake Bunting	concerned Chicagoan	3/19/2021
Shannon heatley	Concened Chicagoan	3/19/2021
Carrie Hilliker	CPS Parent	3/19/2021
Julie Goodwin	Concerned Illinoisian- and working mother who has been late at times to pick-up	3/19/2021
Simone Alexander	CPS Parent	3/19/2021
Lauren Myerscough-Mueller	Concerned Chicagoan	3/19/2021
Janet Mezza	Concerned Chicagoan	3/19/2021
Rebecca Schorsch	Concerned Chicagoan and former child whose parents sometimes picked her up late from school	3/19/2021
Angela Clay	Chicago public schools	3/19/2021

Howard Kaplan	CPS parent	3/19/2021
Wendy Fawcett	CPS parent	3/19/2021
Jessica Pace	Concerned teacher	3/19/2021
DeQuincy Webster Sr	Citizen	3/19/2021
Julie Farrell	Concerned Chicagoan	3/19/2021
Anne Dodge	community member and CPS parent	3/19/2021
Toshua Phillips	Concerned citizen of Indiana and known by the student's aunt	3/19/2021
Margaret Hooper	CPS parent	3/19/2021
Judith Kinch	Parent	3/19/2021
Kachona Thomas	Concerned Citizen	3/19/2021
Danielle loevy	Community member	3/19/2021
Rick Coppola	Community member	3/19/2021
Amy Neely	Parent	3/19/2021
Jeanne Barclay	Concerned Illinoisian	3/19/2021
Shatondria Clayton	Teacher	3/19/2021
Da'shawna Milons	I live in Chicago and i don't appreciate it. Relative of IAMS student	3/19/2021
Brittany Parsons	Illinoisian	3/19/2021
Felice Levin	Concerned Chicagoan	3/19/2021
Miiri kotche	Concerned Chicagoan	3/19/2021
Rev. Vincent Edward Clark I	Illinoisian/community leader	3/19/2020
Ruth Brown	Concerned resident of greater Chicagoland area	3/19/2021
Porsha Burch	Concerned citizen	3/19/2021
Gabriela Torrenegra	CPS teacher	3/19/2021
Reagan Marie Hunt	Concerned Elementary Teacher	5/12/1994
Mallory Lewis	CPS teacher	3/18/2021
Linda Marlovitz	concerned community member	3/19/2021
Blaire Yoder	CPS parent	3/19/2021
Isela Velázquez	Parent	3/19/2021
Erin Lynch	CPS employee	3/19/2021

Dorian Minor	Citizen	3/19/2021
Jerusha Williams	Illinoisan	3/19/2021
Jessica Fong	Concerned CPS teacher	3/19/2021
Tasha Dudley	Teacher	3/19/2021
Rev. Vincent Edward Clark I	Illinoisan/community leader	3/19/2020
Kadeesha Butler	N/A	3/19/2021
Shatondria Clayton	Teacher	3/19/2021
Jessica T Brown	Citizen	3/19/2021
Sean Schindl	Nonprofit employee	3/19/2021
Denise Dyer	Concerned Chicago	3/19/2021
Emani Johnson	Community member	3/19/2021
Alondra Maria Salazar Pedroza	Cuidadano de Chicago	3/19/2021
Noemi lechuga	IAMS PARENT	3/19/2021
Juli pedroza	Padre y estudiante	1/22/1979
Kenethia Evans	Illinoisan	3/19/2021
Laura D. Bridges	CPS teacher and parent	3/19/2021
Kadeesha Butler	N/A	3/19/2021
Reighaunah Washington	Former cps student	3/19/2021
Alexzandria Stowe	Citizen	3/19/2021
Mary Hryszczuk	CPS parent	3/19/2021
Brittany Parsons	Illinoisian	3/19/2021
Alicia Siston	Concerned Chicagoan	3/20/2021
Ebony Lucas	No I don't appreciate it this unbelievable unacceptable I have it with this one	3/20/2021
Teeaira Harper	Member of the community	3/19/2021
Courtnie Milons	Chicagoan	3/20/2021
Lilia Guevara	CPS parent	3/20/2021
Paige Williams	Concerned Chicagoan	3/20/2021
Linda mills	Citizen	3/20/2021
Taylor Marie Wells	Concerned Chicagoan	3/15/2021
Kwijona Calvin	Chicago resident with child	3/20/2021

Stephanie Moore	Concerned Chicagoan	3/20/2021
Victoria Henley	Illinoisan	3/20/2021
Kwijona Calvin	Chicago resident with child	3/20/2021
Cher Nelson	Concerned parent	3/20/2021
Mikita Lee	concerned Chicagoan	3/20/2021
Jewell Ewing	Community Member	3/20/2020
Brittany Lark	CPS teacher	3/20/2021
Melinda Young	CPS parent & LSC member at Skinner West Elementary School	3/20/2021
Camille Bundy	concerned Chicagoan	3/20/2021
Vanekia Saunders	Concerned Citizen	3/20/2021
Shandee Ewert	Concerned Chicagoan	3/19/2021
Kayla M Cormier	Community member	3/20/2021
Tyler Mothershed	Concerned Chicagoan	3/20/2021
Nichole Moss	Parent	3/20/2021
Maggie Louise	Concerned community member	3/20/2021
Meghan Knichel	Concerned Chicagoan	3/20/2021
Elizabeth S. Copper	CPS Teacher	3/20/2021
Connor Lash	Community member	3/20/2021
Deirdre Burke	CPS Parent	3/20/2021
Taylor Marie Wells	Concerned Chicagoan	3/15/2021
Aiyanna Newsome	Concerned citizen.	3/20/2021
Maria Sanchez	Miembro de la comunidad	3/20/2021
Leah Songer	CPS parent	3/20/2021
Leafy Dunnam	Citizen	3/20/2021
Julio Ugarte	cudadano de Chicago	3/20/2021
Flor Retamal	Student grandmother	3/20/2021
Annabel torres	Concerned Chicagoan	3/20/2021
Luisa Cardenas	comunidad	3/20/2021
Sulma Grigalunas	Former IAMS teacher and CPS Principal	3/20/2021
Alicia Walling	IAMS Parent	3/20/2021

Fernando Carbajal	parent	3/20/2021
Laurel Chen	concerned Chicagoan	3/20/2021
Tere Zorich	CPS teaching artist & social worker	3/20/2021
LaShawn Etheridge	Concerned Chicago resident	3/20/2021
Elena Gormley	Concerned Chicagoan and MSW student	3/20/2021
Charlotte Ranay	Teacher	3/20/2021
Eva Romero	CPS High School Student	3/20/2021
Melissa Calvillo	CPS parent	3/20/2021
Tiffany Thomas	educator	3/21/2021
Rebecca Pepp	Chicago resident and school social worker	3/20/2021
Miriam Gomez	Ciudadano de Chicago	3/21/2021
Tamara S Drew	CPS Parent	3/21/2021
Tanya Lopez	Concerned Illinoisan	3/21/2021
Catherine Dalber	CPS parent	3/21/2021
Erin Butler	CPS Parent	3/21/2021
Keesha Beckford	concerned Chicagoan	3/21/2021
MyLynda Stubblefield	CPS alumna	10/16/1995
Shanya Gray	CPS Parent	3/21/2021
Katie wise	Former iams parent	3/21/2021
Kelly Powers-Hamp	Future CPS parent this fall, concerned Chicagoan	3/21/2021
Melissa Hawry	CPS Parent	3/21/2021
Monique Gill	CPS parent	3/21/2021
Izabella Czarnewicz	Concerned Citizen	3/20/2021
Michele Herro	CPS Parent	3/21/2021
Jessica Neptune	Concerned Chicago parent	3/20/2021
Melissa Gerleve	CPS teacher	3/21/2021
Funmilola Macaulay	Chicago resident and educator	3/21/2021
Jessica Price	Concerned Chicagoan/future CPS parent	3/21/2021
Kristen Kelley	Concerned Chicagoan	3/20/2021
Meredith Woolard	Community member	3/21/2021

Stacy Carr	Future CPS Parent	3/21/2021
Julie Womack	CPS parent	3/21/2013
Jana Moore	Concerned community member	3/21/2021
Anne-Marie Williams	Concerned CPS parent	3/20/2021
Sarah Slight	CPS Parent	3/21/2021
Grace Rakowski	Concerned Chicagoan	3/21/2021
Chinella Miller	CPS Parent LSC Member.	3/21/2021
Lux DeLaGarza	cps student	3/21/2021
Victor Manuel Pena	Student	3/21/2021
Kristin Brody	CPS Parent, LSC Chair, PAC Chair	3/21/2021
Anael Pérez	CPS student	3/21/2021
Carrie Casady	Concerned Chicagoan	3/21/2021
Anael Pérez	CPS student	3/21/2021
Ernestina Chávez	CPS parent	3/21/2021
Juan Pérez	CPS parent	3/21/2021
Nayeli Chávez	Concerned Chicagoan	3/21/2021
Ernestina E. Pérez	Concerned Chicagoan	3/21/2021
Grecia Salgado	CPS student	3/21/2021
Ángel Salgado	CPS parent	3/21/2021
Juan Salgado	CPS student	3/21/2021
Jorge Perez	Concerned Chicagoan	3/21/2021
Lucila Contreras	Concerned Chicagoan	3/21/2021
Brighid O'Shaughnessy	CPS social work intern	3/21/2021
Brenda Leyva	Cps student	3/21/2021
Cynthia Sorrell	Illinoisan	3/21/2021
Julia Rademacher-Wedd	Chicagoan	3/21/2021
Jessenia Castellanos	Student	3/21/2021
Tracy Gossage	Chicago resident	3/21/2021
Veronica Calderon	IAMS parent	3/21/2021
Hillary Thomas	Concerns Chicago citizen, School social worker	3/21/2021

Miles Burke	IAMS Alumni	3/22/2021
Helen Zhang	Concerned Chicagoan/ community member	3/22/2021
Jocelyn Velazquez	Community member	3/22/2021
Nicole Granacki	LSC Community Rep, Peirce	3/22/2021
Maria J Alarcon	CPS parent	3/22/2021
Matt Baron	Concerned chicagoan	3/22/2021
Stephen H. Weil	concerned Chicagoan	3/22/2021
Claire Latourette	Concerned Chicagoan	3/22/2021
Cristal Bedolla	CPS Student	3/22/2021
Si Squires-Kasten	CPS Teacher	3/22/2021
Amy Roman	Concerned Chicagoan	3/22/2021
Elizabeth Dia	concerned Chicagoan	3/22/2021
Edward Hershey	CTU delegate	3/22/2021
Sonia Roman	Concerned Chicagoan	3/22/2021
Jasmin Pizano	community member	3/22/2021
Garrette A Horne	Community Member	3/22/2021
Perla Lozoya	Concerned Chicagoan	3/22/2021
Lourdes Arias	Community member	3/22/2021
Maya Williams-Thomas	CPS Parent	3/22/2021
Guadalupe Ojeda	Madre de estudiantes	9/21/1984
Jennifer Rehak	Concerned Teacher	3/22/2021
Jaime Ojeda	Padre de estudiantes	11/26/1967
Mary Difino	Cps social worker	3/23/2021
Bonnie Richardson	concerned Chicagoan	3/22/2021
Beatriz T	CPS Parent	3/22/2021
Alix Strunk	Concerned Cook County resident	3/22/2021
Amy Crawford	IAMS Parent	3/22/2021
Laura Foley	Chicago resident	3/22/2021
Nicole Hand	CPS teacher	3/22/2021
Stacey Platt	Former IAMS parent	3/22/2021

Zeliane Ferrer Costas	Concerned Chicagoan	3/22/2021
Rebecca Harris	Concerned Chicagoan	3/22/2021
Rosemary Goryl	Concerned Chicagoan	3/22/2021
Wendy Gorden	Aunt of one of the students	3/22/2021
Claire Gorden	Grandmother of one the students	3/22/2021
Lauren Angeles	Concerned Chicagoan	3/22/2021
Joseph Gorden	Grandfather of student	3/22/2021
Terrace Clark	Concerned Chicagoan	3/22/2021
Julianna Medina	concerned Chicagoan	3/22/2021
Bhaskar S Manda	community member	3/22/2021