

May 26, 2021 Board Meeting Written Comments
Received between Monday, May 24th and Thursday, May 27th
Submitted via Written Comments Form

1	<p>Hello- my name is Wanda Blair Murphy, and I am a member of the Art In Motion Board of Directors, and the proud parent of Lannice, a founding member and current student at Art In Motion Creative Arts Charter School.</p> <p>As a member of the Board of Directors at Art In Motion – I am passionate about the opportunities, the joy, the love, and the community that AIM is building. We are committed to providing academic and artistic excellence for students across the City of Chicago.</p> <p>As a parent, I continue to be impressed by the commitment of the AIM staff, the individual attention Lannice receives, and the incredible community and support that AIM provides. It is with a deep gratitude for the AIM team that I am here today to request your consideration as we continue to grow. I ask for your support of AIM's request to temporarily relocate the 9th and 10th grades from the primary school facility to 7522 S. Greenwood Avenue.</p> <p>Our students and staff are counting on us, and we need this space to continue to provide the kind of artistic and academic opportunities our students both need and deserve. This temporary site will support our mission, our students, and our dreams for what is possible for our children. With your support, our students will continue to have access to excellent educational opportunities. We look forward to CPS Board approval for our temporary site request. Thank you for your time and consideration.</p>
2	<p>Good morning, my name is Jorja McNickles. I am a founding member, and a current 9th grade student at Art In Motion. I'm here today on behalf of my friends and classmates, to support AIM's request to temporarily relocate the 9th and 10th grades beginning this Fall.</p> <p>I love Art In Motion, I'm proud to be an AIM student. AIM focuses on social emotional learning and community. It is not like any school I have gone to before. My teachers know how to make sure I stay on track, and I know they care about me – they ask me how I'm doing as a person. The way the arts are built into each of my classes keeps me thinking and learning. I love that I am able to express myself both physically and emotionally at AIM.</p> <p>This fall, I want to make sure that our classes have the same opportunities ahead of us. We're asking for your approval of a temporary space for 9th and 10th grades. I want to thank you for your support of our school, and the students at Art In Motion.</p>
3	<p>I am writing on behalf of the office of Michelle Harris, Alderman of the 8th ward. As a voice for our community's best interest, and a representative of the 8th ward, I am here today to request your consideration for Art in Motion Charter School to temporarily relocate the 9th and 10th grades from the primary school facility to 7522 S. Greenwood Avenue beginning in fall 2021.</p> <p>Art in Motion is a school community that we are proud to have in the 8th ward. We always want to support our students in the ward, and to provide opportunities for our children to succeed, excel, and follow their dreams. These are exactly the kinds of opportunities and strong culture that AIM is creating with students in the 8th ward.</p>

Art In Motion is a different kind of school – they incorporate social emotional learning into their everyday practice, and help students to express themselves in a variety of ways. The work they are doing to help students achieve their fullest potential, is encouraging and developing our future leaders. This work can not be achieved without your support.

With your approval of the temporary space, Art In Motion will continue to serve as a provider for services for children citywide – bringing people and opportunities to the 8th ward. Allowing Art In Motion to occupy a temporary space this fall moves us in the right direction – AIM will continue to grow, to become a community hub for the entire South Shore community.

The development and growth of the 8th ward is in our city’s best interest, and providing excellent academic and artistic opportunities for our children is exactly what our community needs. I am grateful for your consideration of this request, to occupy a temporary space this fall. Thank you.

–Al Rider, on behalf of Alderman Michelle A. Harris

4	Vaccinate Students & Families in their Schools; Hire more CPS Nurses with New Federal Funds
5	Vote Wednesday, May 26th at CBE meeting to open schools as vaccine centers like Los Angeles Unified School District has done at 150 public schools
6	Please see attached file! Thank you! Tina Peano, Roosevelt High School
7	<p>To Whom it May Concern:</p> <p>As a founding partner of Art in Motion Creative Arts school, I am submitting this letter of support for the Planned Development and Art in Motion occupying a temporary facility in our community. We are excited to welcome the AIM community and the 9th and 10th grade classes into our facility for the 21-22 school year to provide the additional creative and learning space they need while expansion planning is underway at the main campus. Utilizing our temporary space will allow the AIM staff to continue supporting a personalized learning experience ensuring students have the instructional and social emotional support they need to be successful. Our facility will also allow for the creative and innovative arts to continue for learners in visual arts, music, dance and creative agency. Use of the temporary space will also continue to support the balanced curricular approach of creative arts, social emotional development and student achievement.</p> <p>With my support, the support of our congregation at New Life Covenant Church and our local Alderman Michelle Harris, we will continue to align to the needs of the AIM community through this project and continue supporting our community. From the beginning of bringing the vision of AIM to life, we have never lost sight of the importance of community and partnerships. When AIM calls for help, we listen and assist and that is evident in the use of our facility to foster and continue providing a safe and joyful place for students to learn and succeed. The vision for our AIM school was developed and initiated by our local community members and our community partners. We are committed to maintaining that level of input, feedback growth as we look into the future.</p> <p>Thank you for your support and consideration,</p> <p>Pastor John Hannah</p>
8	My name is Ulises Rivero and I am a father of a freshman student at Aspira Early College and a teacher as well. I heard talks about equity and opportunities to students but at the same time our possibility to offer the same opportunity to AEC students is ignored. We all

	<p>know that the building AEC occupies is not a real school, it was converted from a shoes factory, however the building did not diminish our accomplishments, then imagine what we can do with an adequate building, providing all the conditions to a better education to our students. I am attaching a document containing some of the AEC accomplishments and also how beneficial will be for our students this relocation.</p>
9	<p>Hello! I spoke today and my audio was choppy. Attached are my remarks in full for your review. Thank you!</p>
10	<p>As a member of Nancy B. Jefferson faculty for 26+ years, where I have served as a teacher, department chair, and as Curriculum Coordinator, as a Framework Specialist (2016-2020) and a member of the Inaugural Transformative Teaching Cohort, I am an invested CPS teacher. I love being a part of our organization and have had a very fulfilling career. Today, I am writing to you in support of Dr. Leonard Harris, principal at Nancy B. Jefferson High School. Dr. Harris is a transformative leader, who using an equity lens, and in accordance with CPS Five Year Vision, has improved the school and our outcomes for students over the last four years. Dr. Harris increased our credit attainment rate and our graduation rate. He instituted bilingual services and ESL for our students. Dr. Harris started dual credit classes at Jefferson; African American studies the first year, African American Studies and Administration of Criminal Justice the second year, and next year he is expanding the program to include Spanish. And, Dr. Harris also initiated the administration of the SAT at our school. We had not administered it before his principalship. Given all these changes, imagine the immense benefit to the students who pass through our school.</p> <p>Dr. Harris has supported every member of this staff in times of personal or professional need. He also has supported our growth as leaders. Dr. Harris is approachable and personally and professionally available to everyone in the school.</p> <p>There are a handful of staff who are disgruntled by the changes and by the presence of a dynamic, fair, firm, direct and transformative leader. They have themselves whipped up into a frenzy of dissatisfaction and it is very distracting to those of us who are about the work of educating students.</p> <p>I resent that they consistently communicate that they are “speaking on behalf of the staff” because Ms. Willis and Mr. Cover do not speak for me or for most of us on the staff at Nancy B. Jefferson.</p> <p>If there is a need for follow up, please feel free to contact me at the school) 312-433-7110 or mmrizzo@cps.edu</p>
11	<p>I taught at Whittier School from 2005-2010. At the center of our wonderful school community was Judy Mahoney, our ultra-competent, friendly, and hard-working school clerk.</p> <p>Judy was Whittier’s school clerk for 23 years. She told you her story last month. Judy would have stayed at whittier until SHE chose retirement (doing the great work she always did).</p> <p>But in 2017 her spinal cord was severed in a head-on car crash. Judy battled back, facing obstacles that we cannot even comprehend, and was able to return to work in 2018.</p> <p>Central Office placed her at Byrne School, which fortunately is close to her home. Part of Judy’s medical condition means that she cannot be traveling across the city to get to work each day, her day already begins before the sun comes up and ends late at night.</p> <p>Each spring Judy has had to beg and plead to have her job at Byrne renewed. Can you even imagine what that takes? To have to send emails, write letters, make phone calls,</p>

and deal with the constant uncertainty and anxiety of not knowing whether CPS will deign to place you in a position that meets your needs?

If Whittier was ADA accessible she would be there. She would have a permanent position until she decided to retire.

Due to the public outcry from Judy's supporters, Central Office has grudgingly placed her at Byrne for one more year.

I'm calling on you, the unelected school board, to place Judy in a permanent position until she chooses to retire. Judy has dignity. It is WRONG for CPS to deny her a permanent position, to force her to beg and plead and lose sleep.

Demand that CPS recognize the dignity of each member of our school community.

Demand that CPS make all our schools accessible and follow the Americans with Disabilities Act.

12 | See attached.

ATTACHMENTS

Vaccinate All Eligible Chicago Students, their Families & Neighbors by September 1, 2021 By Opening Chicago Public Schools as COVID Vaccine Centers

Friday, May 14, 2021

We have reached another critical moment in the COVID Global Pandemic.

We either take the vaccine directly to the People where they live, work and go to school in places they know and trust, given by people they know and trust or the disease and multiple new variants will become more and more concentrated in workplaces, schools and communities of African Americans, Latinos and Native Americans. The chances that one or more variants will make any or all of the vaccines less effective is increasing daily as COVID runs rampant throughout the Global South and within U.S. communities and workplaces of Color due to Vaccine Apartheid.

After 5 months, only 1/3rd of Chicago & U.S. residents are fully vaccinated, with whites 2-3 X more likely to have been vaccinated than African Americans and Latinix. One major reason for racially inequitable vaccine access is due to half as many hospitals, clinics and pharmacies in African American, Latinx and Native American zip codes compared to predominately white zip codes.

[The 7 Chicago Department of Public Health Pfizer Vaccine sites](#) are few and far between, not easily accessible by location or hours/days open to the 40%-50% of Black & Brown working class families who neither have a car or the time to take off from work, knowing they can easily lose their jobs. One of the sites, the United Center, is drive-up only, not accessible to those who take the bus, train, walk or bicycle. It is the only site open after 6 pm, at which time thousands are getting home from work.

On May 10th, 2021, the Federal Drug Administration (FDA) approved the Pfizer COVID vaccine for 12-15 year old's, 10 days after Pfizer submitted data to the FDA, asking approval for its vaccine to be stored at common refrigerator temperatures of 2 to 8 degrees Celsius (roughly 36 to 46 degrees Fahrenheit) for up to four weeks.

There are 27 million U.S. students ages 12-18 years old, including 150,000 in the Chicago Public Schools (CPS) who are eligible to be vaccinated since the CDC's [Advisory Committee on Immunization Practices \(ACIP\)](#) approved the Pfizer vaccine on Wednesday, May 12th, 2021.

The [CDC also addressed Wednesday the issue of the 26% decline in routine childhood immunizations since COVID began:](#)

“if your adolescent is behind on routinely recommended vaccines due to the pandemic or for other reasons, now would be a good time to work with your child's nurse or doctor to make sure they get caught up.”

On Thursday, May 13, 2021 the White House Announced [\\$500 Million to hire new school nurses:](#) “who can offer medical expertise to support parents and teens as vaccination options for younger people expand. This builds on resources in the [American Rescue Plan's Elementary and Secondary School Emergency Relief Fund](#) which can also be used to hire school nurses.”

All this creates a **life-saving opportunity** for federal, state and local governments to create the most accessible, equitable and efficient vaccine program to date: “**School-Located Vaccination**” (SLV).

Parents and students want to feel safe going back to school in September. Fully vaccinating them in their own school, that they know and trust, by people they know in trust, will greatly accelerate a

sense of relief and in person learning. School Nurses, like school teachers and staff, are among the most trusted people in the lives of both students and parents.

[“There is a long history associated with the use of school-located vaccination \(SLV\) in the United States.](#) SLV was first implemented in the mid and late 1800s in the US when public health officials used the schools as sites for vaccination against smallpox; Massachusetts reportedly began the practice as early as 1850.¹ In the mid-1950s, the inactivated polio vaccine underwent vaccine trials using more than 1.3 million elementary school children in 1954, and rubella vaccine was administered in schools in the late 1960s. Schools have long been recognized as a great way to access many school-aged children at one time for vaccination campaigns.”

During the [2009-2010 H1N1 Flu Pandemic U.S. Vaccination Campaign](#), the four states that had the most school sites had the highest immunization rates among the 40 million Americans vaccinated.

The [CDC lists these advantages to SLV](#):

- Large numbers of children are found in schools
- Schools are conveniently located throughout communities
- Communities are generally familiar with and trust schools
- School facilities can generally accommodate mass vaccination clinics (e.g., the availability of gymnasiums and auditoriums, ample parking in some locations)
- School nurses, if present, may be available to assist in vaccination activities and may be familiar with the health of individual students
- School staff have access to parental contact information, which could facilitate communications (e.g., for announcing clinic dates, obtaining parental consent for vaccination)
- Others prioritized for vaccination besides enrolled students may request vaccination at vaccination events

[The National Association of School Nurses](#) (NASN) states:

- School start and dismissal times provide the framework for scheduling SLV with the least disruption of the school day.
- Schools can assist with securing volunteers such as parents, nursing students and other community partners to participate with SLV.
- School nurses understand mandated and recommended vaccination schedules and the complexities of vaccine administration.
- School nurse relationships with parents/families can be critical in obtaining consent for vaccination.
- School nurses can create SLV as the norm to enhance community-wide emergency preparedness.

On March 3, 2021, Vice President Kamala Harris stated in a [WBEZ Radio Interview](#) that the main barrier is access to vaccine, not hesitancy.

She is right.

What is more equitable, efficient and will save more lives: telling 1,000 students in a high school to all go to a doctor, clinic or pharmacy to get their shot or have them roll up their sleeves in school to all get the shot at the same time, the same way most of us did who were born before 1970.

Telling parents who are working 2-3 jobs to survive to take time off from a job they could lose to take their children to a pharmacy or clinic will not work for many families.

CPS & CDPH nurses and nursing assistants, including hundreds of new staff hired from [Chicago's 26 most vulnerable neighborhoods](#), could vaccinate students during school hours and then their families, neighbors and everyone else after hours and on the weekend.

Another reason for SLV is to reverse the [dramatic decline of 26% of routine U.S. childhood immunizations](#) during the COVID pandemic, creating a significant risk for measles, whooping cough and other outbreaks this year.

Existing and new CPS and CDPH nurses in both elementary and high schools could “catch-up” all students behind in any or all of the routine immunizations once they have been vaccinated for COVID.

New Federal Funds can be used by CPS to buy each school [Vaccine Storage Units](#) and become a CDC Vaccine for Children (VFC) provider.

A 3rd reason is the need for COVID re-vaccination with boosters that will be needed within 1 year, which can also be done in schools.

A 4th reason is that parents can allow their children to be vaccinated at school without having to be present as they would in a provider's office, clinic, pharmacy or hospital.

Once all students had been vaccinated, nurses and nursing assistants would go door to door onto the blocks around the schools to vaccinate the elderly and disabled who cannot leave their homes, [as Alaska's school nurses have done](#), fulfilling a desperate need demonstrated by the fact that less than 1,000 people of 5,000 who signed up for the city home vaccine program have been vaccinated.

The May 6th, 2021 [American Academy of Pediatrics Report](#) states that U.S. “children” under 19 years old now make up almost 1/4th of all COVID cases, including a 4% increase in the last week, a significant increase since 2021 began. Since the pandemic began almost 4 million children have been infected, 306 have died, 80% of whom are African American, Latinix and Native American.

African American, Latinix and Native American students and their families are 2-3 X more likely to have been infected or died from COVID. The majority of their parents and other family members are frontline essential workers.

CPS has failed to help CPS students get vaccinated despite an agreement it reached last month with the Chicago Teachers Union (CTU), as documented by teachers and students in a [May 4th Press Conference](#).

Instead teacher and school staff unions must unite in solidarity with students, parents, community based organizations and other unions to demand that schools vaccinate all who learn and work there during school hours and after hours, in the evenings and on the weekends, open up their gyms, lunchrooms and auditoriums to Everyone 7 days a week.

If hundreds of schools were good enough to be polling places to vote in last November for up to 3 weeks, they are good enough to be vaccine centers.

The only way to safely open schools this fall is for all CPS students, staff, teachers and their families and neighbors to be fully vaccinated.

The more than \$2 Billion in new federal funds being received by CPS & CDPH means money is available now for new staffing, including an opportunity to have a full-time CPS nurse in every school by the end of 2021.

Howard Ehrman, MD, MPH, Assistant Professor, University of Illinois Chicago College of Medicine
hehrman@uic.edu

People's Response Network (PRN)

peoplescovid19response@gmail.com

<https://www.facebook.com/The-Peoples-Response-Network-to-Covid-19-100425635366279/>



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<https://chicago.legistar.com/LegislationDetail.aspx?ID=4889686&GUID=5A640248-4383-4DD1-B16E-E690F6EA469B&Options=Advanced&Search=>

Open Chicago Public Schools Now as Vaccine Centers!

150,000 Chicago Public School (CPS) Students, 12-19 years old, need to be vaccinated before school starts August 30th.

Parents and students want to feel safe going back to school in September. Fully vaccinating students in their own school, that they know and trust, by nurses they know and trust, will give all of us a sense of relief.

On Thursday, May 13, 2021 President Biden announced [\\$500 Million to hire new school nurses](#): “who can offer medical expertise to support parents and teens as vaccination options for younger people expand. This builds on resources in the [American Rescue Plan’s Elementary and Secondary School Emergency Relief Fund](#) which can also be used to hire new school nurses.”

Our Demands:

1. All [300 CPS existing nurses](#) have the option to work **full-time all summer** at their schools to vaccinate students
2. CPS must hire **new, full-time, permanent nurses and nursing assistants** ASAP to vaccinate
3. CPS & Chicago Dept of Health (CDPH) nurses and nursing assistants, including hundreds of new staff hired from [Chicago’s 26 most vulnerable neighborhoods](#), vaccinate students during school hours and then their families, neighbors and everyone else after hours and on the weekends.
4. Existing and new CPS and CDPH nurses in both elementary and high schools will “catch-up” all students behind in any of the routine immunizations once they have been vaccinated for COVID.
5. Once all students had been vaccinated, nurses and nursing assistants would **go door to door onto the blocks around the schools** to vaccinate the elderly and disabled who cannot leave their homes, [as Alaska’s school nurses have done](#), fulfilling a desperate need demonstrated by the fact that less than 1,000 people of 5,000 who signed up for the city home vaccine program have been vaccinated.

The more than \$2 Billion in new federal funds being received by CPS & CDPH means money is available now for new staffing, including a **full-time CPS nurse in every school by the end of 2021**.

What you can do?

1. Show this flyer to your family, friends, neighbors, co-workers, CPS students, parents, staff, teachers and principals
2. Come to our Zoom meetings: Wednesdays @ 5 pm-7 pm: email us for an invite: peoplescovid19response@gmail.com
3. Talk to Parents, Students, Teachers, Staff, LSC, BAC, Principal: Organize a youth, parents, teachers, staff meeting
4. Call CPS’ Director Dr. Janice Jackson: [773-553-1000](tel:773-553-1000) & Board President Miguel del Valle: (312) 744-8590
5. Sign up **Monday, May 24th @ 10:30 am** to speak at [Chicago Board of Education Wednesday, May 26th @ 10:30 am](#)
Online: www.cpsboe.org (recommended)
Phone: (312) 989-7313
6. Join our Zoom Rally & Press Conference, **Wednesday, May 26th @ 9:00 am**
<https://us02web.zoom.us/j/89156210096?pwd=RFI5SzMwcy9raEo3K2pCak82eGdiUT09>
Meeting ID: 891 5621 0096 Passcode: 313003



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E690F6EA469B&Options=Advanced&Search=](https://chicago.legistar.com/LegislationDetail.aspx?ID=4889686&GUID=5A640248-4383-4DD1-B16E-E690F6EA469B&Options=Advanced&Search=)

¡Abran las escuelas públicas de Chicago ahora como centros de vacunación!

150,000 estudiantes de las Escuelas Públicas de Chicago (CPS), de 12 a 19 años, ahora pueden recibir la vacuna COVID.

Los padres y los estudiantes quieren sentirse seguros al regresar a la escuela en septiembre. Vacunar completamente a los estudiantes en su propia escuela, que ellos conocen y en los que confían, por enfermeras que conocen y en las que confían, nos dará a todos una sensación de alivio.

El jueves 13 de mayo de 2021, el presidente anunció [\\$ 500 millones para contratar nuevas enfermeras escolares](#): “que pueden ofrecer experiencia médica para apoyar a los padres y adolescentes a medida que se amplían las opciones de vacunación para los más jóvenes. Esto se basa en los [recursos del Fondo de Ayuda de Emergencia para Escuelas Primarias y Secundarias del Plan de Rescate Estadounidense](#), que también se puede utilizar para contratar enfermeras escolares”.

Nuestras demandas:

1. Las más de 200 enfermeras existentes de CPS tienen la opción de trabajar a tiempo completo durante el verano en sus escuelas, no a tiempo parcial.
2. CPS debe contratar enfermeras y asistentes de enfermería nuevos, permanentes y de tiempo completo lo antes posible para vacunar
3. Las enfermeras y asistentes de enfermería de CPS y el Departamento de Salud de Chicago (CDPH), incluidos cientos de personal nuevo contratado de los [26 vecindarios más vulnerables de Chicago](#), vacunan a los estudiantes durante el horario escolar y luego a sus familias, vecinos y todos los demás después del horario de atención y los fines de semana.
4. Las enfermeras existentes y nuevas de CPS y CDPH en las escuelas primarias y secundarias “pondrán al día” a todos los estudiantes atrasados en alguna o todas las vacunas de rutina una vez que hayan sido vacunados contra el COVID.
5. Una vez que todos los estudiantes hubieran sido vacunados, las enfermeras y asistentes de enfermería irían de puerta en puerta a los bloques alrededor de las escuelas para vacunar a los ancianos y discapacitados que no pueden salir de sus hogares, como lo han hecho [las enfermeras escolares de Alaska](#), satisfaciendo una necesidad desesperada demostrada por el hecho de que menos de 1,000 personas de 5,000 que se inscribieron en el programa de vacunación domiciliar de la ciudad han sido vacunadas.

Los más de \$ 2 mil millones en nuevos fondos federales que están recibiendo CPS y CDPH significan que ahora hay dinero disponible para nuevo personal, incluida una enfermera de CPS de tiempo completo en cada escuela para fines de 2021.

¿Lo que puedes hacer?

1. Muestre este volante a su familia, amigos, compañeros de trabajo, estudiantes de CPS, personal y maestros.
2. Venga a nuestras reuniones de Zoom: miércoles a las 5 pm-7 pm: envíenos un correo electrónico para una invitación: <mailto:peoplescovid19response@gmail.com>
3. Hable con los padres, estudiantes, maestros, personal, LSC, BAC, director: Organice una reunión de jóvenes, padres, maestros y personal
4. Llame a la directora de CPS, Dra. Janice Jackson: 773-553-1000 y al presidente de la Junta, Miguel del Valle: (312) 744-8590
5. Inscríbese **el lunes 24 de mayo a las 10:30 am**. Para hablar en la [Junta de Educación de Chicago el miércoles 26 de mayo a las 10:30 a. M.](#)
En línea: www.cpsboe.org (recomendado) Teléfono: (312) 989-7313
6. Venga a nuestra reunión y conferencia de prensa de Zoom, el **miércoles 26 de mayo a las 9:00 am**
<https://us02web.zoom.us/j/89156210096?pwd=RF15SzFwcy9raEo3K2pCak82eGdiUT09>
Meeting ID: 891 5621 0096 Passcode: 313003

5/10/21

To: CPS Board of Education

Re: Proposed Expansion of ASPIRA Charter High School into Albany Park Area

We are writing to express our vehement opposition to the proposed relocation of ASPIRA Early College High School into the ASPIRA Haugan building, as it would have a disastrous impact on Roosevelt High School.

Over the past few years, our entire community has worked tirelessly to transform Roosevelt High School into the destination high school Albany Park deserves. We offer a wide range of academic and social programming that responds both to the needs and aspirations of all our students: numerous Advanced Placement and Dual Credit classes, multiple supports for diverse learners, a new and thriving Cluster Program, a newly launched Dual Language Program, five highly successful CTE programs, and an ever increasing number of after-school social programs and sports teams. We ask that CPS continue to support our school's students, parents, and community by building upon our already numerous strengths and continuing to support Roosevelt's successes, rather than destroying our gains through an unnecessary expansion of ASPIRA within a few blocks of our school.

Our students and their families, the community, and our staff have turned Roosevelt into a school everyone in Albany Park can be proud of, making solid, sustainable academic gains and building real community through partnerships and programs at our school. In the last two years alone, our growing reputation in Albany Park and beyond has tripled the number of schools we have drawn from for our freshman class, moving well beyond the feeder schools for our boundaries, which has increased our expected enrollment for this year and the next. And as our enrollment continues to grow, the opportunities we provide our students and community will increase as well.

CPS saw the promise Roosevelt had for our community and invested heavily in our CTE programs, including a new CTE track for a Teaching Academy. CPS also chose to launch a high school Dual Language program at Roosevelt because we are committed to serving students whose first language is not English. Finally, CPS invested in updates to our facility and to a number of our other programs and supports. It is in CPS' interest then, as well as ours, that Roosevelt be allowed to continue to succeed and to grow.

If ASPIRA Early College were allowed to open its doors in Albany Park, our enrollment would most certainly decline-- endangering all of Roosevelt's gains and CPS' investments. With diminished enrollment comes the diminished capacity to even

maintain what we currently have in terms of academics, in terms of specialty programming, and in terms of after-school clubs and activities. Our diverse and vibrant programs require students.

If Roosevelt High School were struggling to meet the needs of its students, a move such as ASPIRA is requesting would be warranted. But we *are* a success story! A success story that CPS has been helping to craft. There are a number of communities with overcrowded high schools that would immediately benefit from an additional high school. Albany Park is not one of those communities. Roosevelt High School must be allowed to continue its upward trajectory.

Below is a list of our achievements in the last few years alone.

Academic Achievement

- RHS 2020 graduates were awarded close to six million dollars in scholarships, including full rides to Loyola, IIT, UIC, U of Wisconsin Madison, U of Chicago, Washington U, and Northwestern.
- RHS students achieved a 100% pass rate for DC Composition, DC Physics, and DC Pre-Calculus for the last three years running--students have earned as many as 30 hours of college credit before graduation through AP, DC, and DE.
- RHS students placed 2nd in Overall Competition of the Math League, Division C--1st in Algebra 1 and Pre-Calculus, and 2nd place in Algebra 2.
- RHS History Fair students have received awards at both the state and national levels, and Mock Trial Competition students have competed as city finalists, including 1st place for individuals.
- Over the past three years, RHS has added additional college-level course offerings to challenge our students: AP Studio Art, AP Chemistry, two DC Math courses, AP Human Geo, and additional sections of DC English.

CTE Achievements

- RHS culinary students took 3rd place at both "Cooking Up Change" and the Illinois Pro Start Restaurant Competition, and have participated annually in state-wide competitions--thanks to our state-of-the-art 1,700 square-foot kitchen/lab.
- RHS culinary graduates earned scholarships to Kendall Culinary, Robert Morris, Illinois Institute of Art Culinary, Washburne Culinary, The French Pastry School of Chicago, and Johnson and Wales University. RHS Culinary students are now working at top Chicago restaurants like Osteria Langhe and RPM Steak. And all culinary students graduate with industry certifications, such as ServSafe, OSHA, and Pro Start.

- RHS Health Science students had the highest pass rate in the city last year, eventually earning CPR and Medical Assistant certification.
- RHS IT is a certified CISCO Networking Academy institution, offering IT Essentials and CCNET CISCO certifications, job shadowing, and paid internships.
- RHS IT has had a number of students receive the prestigious “Rising Star” nomination from the National Center for Women in Info Tech. Several RHS IT students have gone on to Northwestern University, receiving full scholarships.
- RHS Game Programming provides students with the opportunity to learn coding and earn their Adobe Workshop certification.
- RHS New Teaching Academy opened this year. Students will learn the fundamentals of education, will participate in internships and even qualify for college credit towards teacher certification. CPS and the City of Chicago will hire students who complete this program and earn their teaching certificate.

Arts Program

- RHS has been consistently rated a Level 1 Art school, thanks to our staffing and community partners. In SY19-20, RHS was accepted into Steppenwolf Theater Company's Immersion Program after seven years in their Bridge Program.
- RHS was awarded a \$10,000 Creative Schools Grant in 2019 to work with Opera for All and Wellness for Everyone in our drama program and with ELL students.
- RHS band placed at the highest achievement level in band competition in both SY18 and SY19.
- RHS created an AP Art Program to challenge our students with college-level instruction in the arts.
- RHS created an Art Buddies class for our cluster students, where general education students and our cluster students collaborate on art projects.
- RHS partnered with NEIU to create murals in the school, and partnered with NRC, Friends of RHS, American Academy of Art College, IPaintMyMind, 2nd Story, Wellness for Everyone, and Communities in Schools.
- Numerous RHS art students were accepted into and given funds for the American Academy of Art College and Columbia College to pursue Arts-related majors.
- RHS produces a yearly art showcase called “Roozapalooza,” which is open to the community, and includes visual and performing arts.

Diverse Learner Program

- RHS currently serves 261 students with IEPs and 504 plans.
- RHS provides the highest quality, specialized education for high school students with learning, social/emotional, cognitive, and other disabilities in a variety of

settings across our school, from inclusion classes to instructional classes and our newly added Cluster Program for students who benefit from more intensive supports.

- Our related service providers (both in-house and available from the district) include two Licensed Clinical Social Workers, a School Psychologist, a Speech-Language Pathologist, an Audiologist, an Occupational and Physical Therapists, and other clinicians.
- RHS has created two special class offerings to foster a sense of inclusivity between our cluster and general education students--an Art Buddies and PE Buddies class.

ESL and Dual Language Programs

- RHS offers ESL classes at every grade level, serving students of 26 languages from all over the world, including many new arrivals to the U.S.
- RHS is one of the few high schools in CPS to provide this expansive a range of Bilingual and English Learner offerings for our EL students.
- RHS English learners take part in the program of their choice at school, whether Dual Language, CTE, or the Scholars program. We look at the whole student and encourage the growth of the skills and assets our English Learners bring from all over the world.
- RHS Dual Language Education program provides students the opportunity and support to become bilingual, biliterate and multicultural, delivering instruction in the target language in a 50/50 ratio in math, science, social sciences and Spanish Language Arts.

Enrichment

- RHS received a \$500,000 Community Schools Initiative Grant for after-school programming of 30+ clubs, including Robotics, Latin Dance, Video Gaming and E-Sports, Martial Arts, and Dreamers Club.
- RHS offers a wide range of sports for both boys and girls. Past achievements in sports include the Girls Softball Conference title, and our current girls softball team is unbeaten in the 3rd division. RHS Girls Volleyball makes the city playoffs nearly every year.

In conclusion, based on the overwhelming evidence provided above, Roosevelt High School is doing an exemplary job of providing exactly what Albany Park needs in a high school. We are on an incredible upward trajectory--RHS reached Level 2+ for the first time in more than 15 years, one of the highest growth rates on the School Report Card. All of our accomplishments have been made with a 14% student mobility rate.

We have so much ahead of us! We have a dedicated staff, administration, and community working together to achieve our goals. But we must continue to grow our student enrollment in order to make this happen. With student-based budgeting very much dictating what a school can offer and sustain, an inevitable drop in enrollment from relocating an ASPIRA high school into Albany Park would have catastrophic results for Roosevelt High School.

Roosevelt High School has been serving our community for just shy of 100 years, and as this letter clearly shows, we are stronger than ever. Albany Park does not need another high school. Albany Park needs Roosevelt High School.

Thank you for your consideration,

Roosevelt High School Faculty and Staff



COVENANT CHURCH **SOUTHEAST**

5517 S. Michigan Ave
Chicago, IL 60637
(773) 285-1731
NewLifeSoutheast.org

May 25, 2021

To Whom it May Concern:

As a founding partner of Art in Motion Creative Arts school, I am submitting this letter of support for the Planned Development and Art in Motion occupying a temporary facility in our community. We are excited to welcome the AIM community and the 9th and 10th grade classes into our facility for the 21-22 school year to provide the additional creative and learning space they need while expansion planning is underway at the main campus. Utilizing our temporary space will allow the AIM staff to continue supporting a personalized learning experience ensuring students have the instructional and social emotional support they need to be successful. Our facility will also allow for the creative and innovative arts to continue for learners in visual arts, music, dance and creative agency. Use of the temporary space will also continue to support the balanced curricular approach of creative arts, social emotional development and student achievement.

With my support, the support of our congregation at New Life Covenant Church and our local Alderman Michelle Harris, we will continue to align to the needs of the AIM community through this project and continue supporting our community. From the beginning of bringing the vision of AIM to life, we have never lost sight of the importance of community and partnerships. When AIM calls for help, we listen and assist and that is evident in the use of our facility to foster and continue providing a safe and joyful place for students to learn and succeed. The vision for our AIM school was developed and initiated by our local community members and our community partners. We are committed to maintaining that level of input, feedback growth as we look into the future.

Thank you for your support and consideration,

Pastor John Hannah

New Life Covenant Church Southeast.

Aspira Early College

What we do:

- We serve a highly needed population.
- Almost 100% of our students qualify for free lunch.
- Our ELL/ESL program is a powerhouse because facilitate the transition to English language to our students (46%).
- We receive a high volume of newcomers
- We offer a great emotional support to our students and help them receive support from other organizations through the community.
- We succeeded creating and maintaining several Advanced Placement classes and dual enrollment connected with the City Colleges of Chicago and Northeastern University to facilitate the students transition to higher education.
- We have a very stable and well-prepared faculty, with several teachers holding multiple master's degree and STEM certified.
- We succeeded in sports and science, occupying second place in regional competitions against all odds and effectively participating in science fairs.
- The highly recognized art program is providing opportunities to our students to succeed in major art colleges and universities, being recipients of full tuition paid at the School of the Art Institute of Chicago and graduating from the American Academy of Arts. Currently we have former students at Columbia College, SAIC and other art schools.
- The AP Art and Design class placed students in highly recognized competitions and exhibitions and our last achievement is one of our students was selected to be one of 7 students through the city of Chicago to be feature at Art in the Mart sponsored by the CPS art department and the City of Chicago cultural department.
- We have a steady participation in city wide high school exhibitions like the Seniors Art Exhibition and All-city High school exhibition, since 2015.

All of these accomplishments are done in a building not ideal for a school, we have no gym, no recreational spaces, no outdoor spaces, small classrooms and we are battling constantly with an old building issue.

Now imagine what we can do if we can occupy a building designed as a school:

- having access to a gym to keep promoting and expanding our sport programs,
- have a library where our students can have access to a dedicated bibliography to round their education with multiples sources.
- Dedicated classrooms with all of the necessary conditions to create an appropriate learning environment.
- Outdoor areas to promote a healthy interaction with the environment and the practice of outdoor activities.
- Dedicated and equipped labs for science, and language.

- Adequate space to increase the effectiveness of the art program, with natural light in the classroom and access to a multipurpose space to function as a cultural center, to promote all types of cultural activities from art exhibitions to movie projections for discussion and analysis, music and theater classes.
- We were awarded \$10k to bring a dramatic arts program in collaboration with Goodman Theater.

And the impact to be in the same building with our own middle school:

- We will be able to align the programs with the middle school and fill the gaps of our scholars
- Students will know all of their teachers and the offered programs so they can be more prepared to succeed in high school.
- Promotion of a community of learners, through after school programs offered to all the grade levels.
- Middle schoolers won't need to move to other schools, which is a plus for the parents knowing the school environment and the whole faculty.
- The school will turn into a strong community center, where programs can be extended to parents, like English classes and possible GED.

The sky is the limit.

board of Ed.

I am a speech therapist with CPS who is currently on an unpaid leave for the 2nd time this year. My first was a maternity leave & when I returned in March I was still breast-feeding. The assignment I was given was for 3 schools and 56 students, which is an extremely high workload. Additionally, the schools were out of compliance because no therapist had been assigned for a month. I also needed time to pump. I immediately reached out to my manager Alia Koertner to express concerns & I was told that my assignment would remain as is.

From day one I struggled with my workload & finding time to pump. My manager offered no accommodations so I reached out to the ADA department for support. I filed 4 different requests that went unanswered.

BREATHE

BREATHE

After only 5 WEEKS back from maternity leave & on the FIRST DAY of Teacher Appreciation week, I received a disciplinary meeting notice with charges of tardy/absenteeism & insubordination. This meeting forced me to request unpaid leave on Mother's Day no less, as I could not change what I was doing to maintain my nursing relationship, and I had been afforded no accommodations from any department at CPS. Additionally I perceived the ODLSS department to be a hostile work environment as I felt the transgressions addressed to be retaliatory to my pleas for help as a nursing, working mother.

This behavior of my ODLSS manager is indicative of a greater problem permeating CPS which is the abusive treatment of its working mothers. I have witnessed it at my children's own school, Inter-American Magnet school, where DCFS was called on a parent & CPS teacher because she was unable to pick up her child last minute due to her commitment to her CPS job. The entire district has seen it before in 2014 when the justice department filed suit for discrimination against nursing & pregnant mothers at Scammon elementary. And we are seeing it still today with an ODLSS manager who is currently in a training program to become a CPS principal.

As Dr Jackson shared in her remarks today, CPS does not effectively train its administrators. She thought it was a cute story w/Dr, McDade; I don't. The Board needs to immediately implement training on equitable treatment of nursing & pregnant employees & not wait until the next lawsuit is filed.

To the leadership of the Chicago Public Schools and Mayor Lori Lightfoot,

We are writing this letter to support the permanent funding by Chicago Public Schools of Judith Mahoney's position at Byrne Elementary instead of the inhumane lay off she, up until May 25, faced at the end of this school year.

Judy Mahoney has worked as a school clerk for almost thirty years, including at Byrne Elementary on the Southwest Side since 2018, when CPS placed her in a Central Office-funded school clerk position. Chicago Public Schools decided to stop funding her position at the end of this school year, stating the "extraordinary accommodation" they provided "as a courtesy" has expired. That meant Judy would be displaced *again* solely because she is in a wheelchair. She is only in this situation at Byrne today because she suffered spinal cord injuries after an uninsured drunk driver hit her head-on in 2017, paralyzing her from the waist down.

Judy battled back from this devastating injury so that she could return to work with students. However, Whittier Elementary, her school home for 23 years, has no wheelchair access--almost three decades after the Americans with Disabilities Act was passed, and CPS was not willing to make the necessary accessibility modifications to allow for her return to her permanent position as bilingual school clerk at Whittier.

Judy has built a great relationship with the Byrne school community since arriving in 2018. She's an inspiration to all of Byrne's students, including one who uses a wheelchair -- someone like her, living life, being productive, and finding the joy in the day even in the face of adversity. Judy is only 49 years old and still has years of excellent service to offer. She is a powerful positive example of resilience and determination to offer to the Byrne Elementary students. Like every school clerk, she's an anchor in her school community who has proven that she can do her job effectively from her wheelchair. She doesn't want charity, she simply wants to continue to work and earn an honest living.

If her accident had occurred while working in an accessible school, she would not be facing joblessness today. CPS should be required to ensure that she has a permanent position in an accessible building like Byrne that takes into account her disability.

CPS has made equity a beacon of its values and a watchword for our school district's commitment to inclusion and diversity. To be true to those values, CPS must allow Judy to continue to serve Byrne students and fellow staff with dignity. The very least CPS owes Judy is the right to continue working at Byrne, without fear that Central Office will defund her position and fire her, simply because she had the misfortune to suffer a catastrophic accident that the school district COULD accommodate, if they were not in sweeping violation of the ADA's mandate for publicly accessible school buildings.

We urge you to take a step for equity and justice and direct CPS' Central Office to continue funding Judy's position permanently. Make your support for this valued worker a way to recommit to making all CPS school buildings wheelchair accessible at last. Ensure that no student or educator has to suffer the compounded trauma and uncertainty not just of a

catastrophic accident or a health crisis, but of a school district that fails to celebrate, welcome and retain committed school community members like Judy.

Sincerely,

Claudia Greene, Diverse Learning Teacher at Nettelhorst School, formerly of Whittier School

Hedy Helfand, Evanston Public School teacher, formerly of Whittier School

Jill Sontag, CPS teacher, formerly of Whittier School

Norine Gutekanst, retired CPS teacher, formerly of Whittier School

Laura Sierra, LBS1 at Tonti Elementary, formerly of Whittier Elementary

Amy Clark, former CPS teacher at Whittier School, current Teacher Education faculty at DePaul University

Nicole Davies, former teacher at Whittier School

Albert Delgado, Whittier Dual Language Magnet teacher

Martha Carbajal Kindergarten Teacher at Whittier Dual Language Magnet

Estela Mira Barreda, Whittier Dual Language Magnet teacher

Uriel Muro, Whittier Dual Language Magnet teacher

Nora Arroyo, Dual Language Coordinator at Whittier Dual Language Magnet

Marco Camacho, Bilingual Special Education Teacher at Whittier Dual Language Magnet

Jose Trigueros, Bilingual Special Education Teacher, Dr. Jorge Prieto Math Science Academy

Kimberly Alamar, Whittier Dual Language Magnet middle school teacher

Julie Weidner-Carter, Physical Education/Health Teacher at Whittier Dual Language Magnet

Maria Henke, Bilingual Clerk at Whittier Dual Language Magnet

Rosemary López-Martínez, Whittier Elementary Art teacher

Irma Gamboa, Bilingual Clerk at Jones College Prep H.S., formerly Whittier Elementary School

Alyson Hernández, Bilingual Special Education Teacher, Chopin Elementary, former Whittier Teacher

Karen Zaccor, Uplift Community High School science teacher

Jacqueline Pruitt, Interim Executive Director, Action Now

Moises Moreno- Pilsen Alliance

Carla Langston, Northside Action for Justice

Cindy Ok, Parents 4 Teachers

Marc Kaplan- Northside Action for Justice

Jackie Covarrubias - Enlace Chicago, Resource Coordinator at Madero Middle School

Jackson Potter, co-chair, Caucus of Rank and File Educators

Josh Radinsky, Associate Professor of Education, University of Illinois at Chicago

Science Meles, Executive VP, SEIU Local 73

Juliet de Jesus Alejandre, Executive Director, Logan Square Neighborhood Association

Amisha Patel, Executive director, Grassroots Collaborative

Dated: May 27, 2021

April 29, 2021

Dear CPS Board of Education:

We have faced unprecedented challenges in the past fourteen months. The pandemic has exacerbated long-standing disparities in society, and the education of our children is no exception. Now is the time to seize the moment and invest wisely to close the opportunity gaps that persist for our under-served students. No one person, board, or administration has a monopoly on good ideas, so I encourage the board to crowdsource ideas for multiple stakeholders with specific priorities to address inequity within our schools, controlling costs, and reforming education. I hope the allocation of these funds is distributed in phases, with the first targeting the immediate needs of our students and the later phases focused on long-term solutions and accountability. I will be submitting proposals that I hope you are open to meeting with me and discussing.

Be well,

Dr. Angel Alvarez
Research Assistant Professor
Department of Neurology
Northwestern University Feinberg School of Medicine

May 27, 2021

Dear CPS Board of Education:

I'm proposing the Board allow students to receive high school credit if they take high school-equivalent courses in elementary school, as allowed under Illinois School Code, specifically 105 ILCS 5/27-22.10.

This opportunity would help alleviate some of the opportunity gaps many of our talented young students face. This proposal would allow local schools to access the same options given to typical students of privilege in academic centers to earn actual high school credit for their successful completion of high school courses like Algebra. Providing more significant opportunities for academic enrichment would make public schools a more attractive option for families that currently send their children to private schools (which include many CPS teachers, administrators, and city officials). I completely understand parents' pursuing the best opportunities for their children; I just want the best option to be in our public schools.

Be well,

Dr. Angel Alvarez
Research Assistant Professor
Department of Neurology
Northwestern University Feinberg School of Medicine

Dear Chicago Public Schools Board of Education,

Judith Mahoney is one of the hardest working people I have ever met. She wakes up every day as she has been for over 28 years and comes to work for Chicago Public Schools, currently at Byrne Elementary School. Judy deals with daily obstacles none of us could imagine, and yet she has the desire to come to work because it gives her purpose in life. She loves helping Byrne staff, parents, and students, and she has enjoyed being here these last 3 ½ years. At the end of this school year, CPS is taking that away from her. Judy came to me two weeks ago looking for support and as one of the teacher representatives on the Local School Council, and one small task we did was reach out to the school and community asking anyone to give their thoughts about Judy. We received an overwhelming response and heard from Byrne teachers, SECAs, other staff members, and parents about how vital Judy is as a clerk, but also the personality she brings to Byrne. Without Judy, Byrne will definitely not run smoothly and she would be extremely missed by all. Nobody deserves this type of treatment from the district they have given so much of their life to, especially someone as dedicated, hard-working, and compassionate as Judy.



Thank you for your time,
Samantha Soukal

Diverse Learner Teacher & Local School Council Teacher Representative
Byrne Elementary School

Dear ADA Office and Dr. Jackson,

I am writing to request saving Mrs. Judy Mahoney's position as school clerk at Byrne Elementary School. Immediately upon meeting Mrs. Mahoney, you sense her professionalism, confidence, and desire to help. Her outstanding work ethic makes her a valuable asset to Byrne school. Judith Mahoney deserves every effort to be made on her behalf to continue her employment here at Byrne. She is worthy of finishing out her career with dignity, value, and respect. This is a woman who's human spirit has been significantly challenged and providing her with the dignity of a job is the least CPS can do for a longtime remarkable employee and person.

Thank you,
Ms. Florence Bertucci Vlk
3rd Grade Teacher
Byrne Elementary School

To LSC, CPS and Everyone This Concerns,

Mrs. Judith Mahoney and I go way back. I had her oldest daughter, Ashley, in my classroom during the early years of my teaching career. I remember Mrs. Mahoney well because she was a loving, supportive parent that not only encouraged her child at home but supported me in the classroom as well.

Fast forward to Summer 2017, Ashley posted about her mother's tragic accident that left her paralyzed. I kept updated through postings and Mrs. Mahoney was never far from my thoughts. Well, my cup runneth over on Monday, January 8, 2018, after returning from Winter Break, there appeared Mrs. Judith Mahoney behind the counter of Michael M. Byrne Elementary School's office. To see nothing stop Mrs. Mahoney from being a purpose-driven, productive human being was truly humbling.

She continues to amaze me with her positive disposition, as well as always being available to help the students, families and staff of Byrne School. She is an integral part of our Byrne School Community and it would be heartbreaking to see her leave due to matters out of her control. We need Mrs. Mahoney, please do everything you can to see that she continues to be part of Michael M. Byrne Elementary School.

Mary Beth Corbin
Teacher
Michael M. Byrne Elementary School



To Whom it may concern:

This letter is to voice the concern of a CPS employee and office clerk Judy Mahoney. She is facing losing her job for unfair reasons. Judy Mahoney has been the backbone of our school for the past 3 ½ years. She has been through so much in her life and shows the true spirit of a fighter. Judy Mahoney is one of the HARDEST working individuals at Byrne Elementary and she does this all with disabilities and a smile. She has impeccable work ethic. Judy Mahoney is someone an entire community can look up to for real values. She has an admiral perspective on life and is a pillar in the Byrne community. Judy is someone that brightens up a room when she enters.

Please do not let Judy Mahoney get laid off. This would be a disaster to the Byrne morale. In my opinion Judy Mahoney is invaluable to our school. Ms. Mahoney is truly indispensable.

Elizabeth Lee Ortiz MS, NCC, LPC
Michael M. Byrne Elementary School
School Counselor



Dear CPS Board and LSC Members:

“When something bad happens, you have three choices, you can either let it define you, let it destroy you, or you can let it strengthen you.” –Anonymous. The last part of this quote reflects Ms. Judy Mahoney. She has worked tirelessly to overcome her physical and emotional scars from a traumatic accident to inspire those of us who are lucky to work with her.

Every morning, Ms. Mahoney welcomes us teachers, staff, and students with warm greetings and encouraging words. She makes sure that Byrne teachers, students, and staff have what we need to make our days run smoothly. Her work ethic is exemplary, and I know Chicago Public Schools seek individuals that set such a high bar. Our school needs Ms. Mahoney and her tremendous skills and her nurturing ways. She takes the time to translate in Spanish to aid parents who need help with school forms or any medical concerns with their children. Her ability to multitask is impressive. The phone can be ringing, teachers can be in the office asking for assistance, students can be waiting to visit the nurse, and Ms. Mahoney has everything running smoothly with a warm smile upon her face.

As a teacher, I want my students to become productive members of our school and our community. I want them to rise about the challenges they will face. When our students interact with Ms. Mahoney, they see a strong women who models how to overcome obstacles and make a positive impact in the lives of all around her. They see a hard worker who loves her job and helps others all around her. With every interaction, Ms. Mahoney leaves a powerful impact that will last long beyond her time at our school.

Byrne School is more than a building. It is a community made up of teachers, students, staff, and parents who work together to make one amazing school. Ms. Mahoney is part of our Byrne family and we cannot afford to lose such a caring, dedicated, hardworking person.

If you have any other questions about how Ms. Mahoney makes our school a better place to come to work, please call me at (773) 535-2170.

Sincerely,
Ms. Dawn Stajura
First Grade Teacher

As a Byrne parent I feel very sad that Ms. Mahoney is at risk of losing her job. I think this is unfair. Ms. Mahoney always has a smile on her face and she is a very friendly person that treat us with respect all the time. My first language is Spanish so I feel more comfortable communicating in this language, Ms. Mahoney is bilingual so for Hispanic parents like me this is very helpful. So please help us to keep Ms. Mahoney at Byrne.

-Maribel Garcia, Byrne Parent

Dr. Jackson, Mayor Lightfoot, ADA & whomever else this may concern,

I'm writing this in support of Judith Mahoney and the fight to save her position in CPS. Judith is an irreplaceable member of our school community here at Byrne Elementary. She works tirelessly to assure our school runs efficiently and is ALWAYS willing to help students, teachers, parents and community members in any way she can. Her positivity and energetic spirit have a lasting effect on anyone who walks through the doors.

It's my understanding that CPS is a place of acceptance, inclusion and accommodation. I seem to recall the many mandatory training on the importance of diversity and celebration of our differences. It's time you practice what you preach. We should be celebrating someone like Judith Mahoney and what she brings to the community, not fighting for her job.

Sincerely,
Ryan Starcevich
Educator
Byrne Elementary School

Judy Mahoney is someone CPS should be lifting up and not pushing to the curb. She has given nearly 30 years of hard work and service to CPS and deserves the opportunity to continue to live her life with dignity and work the job that she has been able to continue to perform at, even after her paralysis from the waist down. She is an inspiration and never complains about the unfair circumstances that life threw her way. She deserves to work and continue to be the excellent clerk that she is.

If she originally had a job at a school that was ADA compliant then she never would have been in the situation she currently is. Byrne Elementary needs two clerks for the school to continue to function at the level it is at now and we need someone with Judy's familiarity to fill that role. Her positive attitude, know how, and work ethic are known by all who work with her. Please keep her employed so she can continue to do what she loves and has done for her entire career, which is work hard and make a positive impact in her school community.

Thank you for your time.
Ben Rubin



Dear Dr. Jackson and the Offices of the ADA department,

My name is David Muro, and I have had the privilege of working with Ms. Mahoney at Bryne this school year. I was new to this school, and Ms. Mahoney has been beyond helpful in making sure I feel welcomed into the Byrne community. She is an exceptional clerk and person. Byrne is lucky to have such a clerk, and I am myself am better for knowing her. She has made my job so much easier by always being on top of her responsibilities. The office runs smoothly, so the school runs effectively.

Thank you,
David Muro
Diverse Learner Teacher

Dear ADA office and to Dr. Jackson,

I am writing to ask that you extend Judy Mahoney's' position at Byrne Elementary. She has been there for 3 years and has worked really hard for all of the staff and students. She is always Pleasant, Professional and helpful in the office with everyone. She is a role model for all of us in the building. She shows strength and positivity no matter the circumstance. She teaches the staff and the students that perseverance and hard work do pay off. We see her and know that with hard work we too can overcome our own obstacles. The students at Byrne are lucky to have someone in their lives to look up to in this situation. Showing them that giving up is not an option and that we can do anything if we try! She is someone that has lost so much already, how can you take this away from her too? She is amazing and we love her!

Maria Torrez
Kindergarten Teacher
Byrne School Elementary

Hello,
I'm sending this Letter to give my support that Mrs. Mahoney does not lose her job. She is amazing at Byrne, always helpful and friendly answering any questions we may have.

Thank you,
Esperanza Llamas, Byrne Parent

Attention: CPS ADA office and Dr. Janice Jackson

It is with great pleasure that I write this letter in hopes that it contributes towards the collective sentiment of Byrne staff to save the clerk position of Judy Mahoney at our school. Ms. Mahoney is a highly valued member in our school community. She works tirelessly to ensure that our school runs smoothly. She is highly professional, helpful and efficient in her role as school clerk regardless of her limited ability due to a car accident that left her paralyzed from the waist down. I ask the ADA office takes our plea as a school community and grant the continuation of Ms. Mahoney's position at Byrne elementary.

Sincerely,
Anyone Galvan-Rodriguez
IB coordinator
Byrne Elementary

Mrs. Mahoney is one of the most selfless people I know. She always goes above and beyond her job title. Without her at Byrne, I don't know what we would do; she is the glue that holds us together!

-Rhonda Betz, Teacher at Byrne Elementary School

Dear Administration of Chicago Public Schools,

As you know, Judy Mahoney has been a clerk at Bryne for the last three years. She has been a wonderful addition to our community and is an advocate for our students. I was made aware that Judy is most likely losing her job after this academic year due because the CPS Central Office is ending the funding of her salary. As a parent, I want my kids to be surrounded by staff who care for my kids – Judy is this person.

When I explained to Brooke, Jack, and Luke that Ms. Mahoney may lose her job, they were equally confused and disappointed. They love the administrative staff and were sad to hear Ms. Mahoney might not be at Byrne in the fall.

I am writing this letter to advocate for CPS Central District to reconsider this decision knowing that Ms. Mahoney is a more than qualified employee who always puts the students first. Bryne is wheelchair accessible and is the perfect place for Ms. Mahoney to continue the work she started over 23 years ago at Whittier. We stand in solidarity with Ms. Mahoney with the hope that the Central District will review their decision and reconsider the messaging they are sending to the CPS community related to inclusion and diversity.

Sincerely,
Jackie Sokolowski

Mrs. Mahoney is an invaluable asset to the Byrne Community. Her personality and professionalism have kept the school running smoothly during the transition to remote learning as well as in person learning. CPS will need to staff Byrne with an accountant, attendance officer, CPS vendor liaison, dispatcher and many other positions to make up for all the roles Mrs. Mahoney completes daily. Mrs. Mahoney is a positive light in our school community and is a great role model for our diverse community of students and staff.

-Drew Elston, Teacher at Byrne Elementary School

Judy Mahoney is an outstanding clerk. She is kind, intelligent, and diligent. She goes beyond her job duties to ensure that all is taken care of gracefully. She is truly a treasure.

-Christine Willette, Teacher at Byrne Elementary School

CPS ADA Office & Dr. Jackson,

I am writing to you to express my concern over losing Ms. Judy Mahoney, our beloved clerk at Byrne ES. Ms. Judy deserves to keep her position at Byrne next year. She works tirelessly to make sure the needs of both the staff and families at Byrne are met. She has personally helped me out in many instances as a Byrne parent, Byrne PTO member, and Cadre teacher. Anytime I walk into the office in need of something she meets that need right away, and always with a smile on her face. She has been part of our Byrne family for 3.5 years now and her loss would have a profound impact on us all. Please allow her to grace us with her beautiful presence again next year!

Katie Vargas

-Byrne parent & Cadre teacher

Dear Dr. Jackson and the ADA Office of Chicago Public Schools,

Throughout this turbulent school year, our school clerks have been the backbone of our CPS community. At Byrne Elementary specifically, our clerk, Mrs. Mahoney, has been the person all of us have turned to for big and small questions, the person who greets every single person in the building with a smile and who listens whole-heartedly to anyone's concern. Mrs. Mahoney is an essential, integral, and irreplaceable part of Byrne Elementary and it would be a disservice to the school community if her contract was not extended.

Sincerely,

Kathryn Walker, AM
School Social Worker

To Whom It May Concern,

The best example is always present, in front of us, and in this case, it is Mrs. Mahoney. Although Ms. Mahoney may not have the career time at Byrne, the Byrne school community has embraced her as part of the Byrne family. She has shown through her adversities that anything is possible! This year has been an example for one of our students, who, like Mrs. Mahoney, is wheelchair-bound. It is a mere sign that others like herself can reflect on herself soon as a successful person who can accomplish anything that crosses the student's path! But, you, the system that is always playing politics, are putting at risk that hopes that this student sees in Mrs. Mahoney diminish. You proclaim hope when, by your actions, you are showing the opposite. You will never see the simple gesture that this causes in a student. For you, everything is simply a matter of money without seeing the results. It is time to stop playing politics and take action! STOP! THINK! REFLECT! and ACT! Save Mrs. Mahoney's position!

Respectfully,
Mr. Yépez
Byrne Elementary School Teacher

To Whom It May Concern,

This letter is written with the intention of expressing the value that Judith Mahoney brings to Byrne Elementary. I have been employed at Byrne for almost two years now, and the office staff in general has a big load to carry. Ms. Mahoney has contributed to the organization and effectiveness of the front line of our school. She is welcoming and warm. She cares for the students and provides guidance when teachers, and staff need direction. I cannot imagine one person in the office, handling the finances, the attendance, the phone calls, and the plethora of tasks a front office must take on every single day. Ms. Mahoney takes on all challenges with a smile, and we will be saddened to see her go. She is a vital part of the Byrne community. Please find the means to keep Ms. Mahoney in her present position.



Thank you,
Elaine Sanchez

Judy Mahoney is part of the heart and soul of Byrne school. Because of her, we run smoothly. She has a dedication to both our families and staff. We are grateful for her every day!
Courtney Moritz, Case manager at Byrne Elementary School

To whom it may concern:

It is with much enthusiasm that I highly recommend Judith Mahoney to continue her professional secretarial work at Michael M Byrne Elementary School. Ms. Mahoney has years of experience in handling the day to day routines at Byrne related to her secretarial duties. Ms. Mahoney is a great asset to the Byrne school community and we all hope that she will remain working for Michael M Byrne School. Thank you for your time and consideration.

-Mr. Rivera

Dear CPS Leadership,

Please keep Mrs. Mahoney at Byrne School. We are so lucky to have Mrs. Mahoney at our school. She is hardworking, energetic, kind, and such a positive force at our school. Every time I go into our office, both of our clerks are always busy. It would not be possible for one clerk to do all the work that two have been doing. Not only this, but considering the obstacles Mrs. Mahoney has overcome, she and her family deserve to know she is secure in her position. She has done nothing wrong and should not have to go through this turmoil. She possesses all of the necessary traits and skills of an outstanding employee plus more! Again, please fund Mrs. Mahoney's position at Byrne.



Thank you,
Erin Roberts
Byrne School teacher

To Whom It May Concern,

It has come to my attention that Mrs. Mahoney's position at Byrne Elementary is being eliminated after the 2020-2021 school year. Mrs. Mahoney has been with us for three years and has proven to be an asset to our school community. I always refer to the office clerks as the "heart of the school". The spirit of the office is always a positive one and Mrs. Mahoney, despite her physical limitations, can get the job done! She is always willing to help you whenever you need it. As a teacher at Byrne Elementary, I advocate on her behalf and value her ability to carry out her responsibilities.

Thank you,
Joanne Gasiorek
First Grade Teacher

Mrs. Mahoney is one of the hardest working clerks I have ever worked for in CPS. Not only is she a hard worker, she is a kind, genuine person and my friend. Actually, she is all of our friends at Byrne Elementary. Ms. Mahoney says hello and goodbye to each and every staff member each day and stops what she is doing to actually look in the eyes of anyone she speaks to. She asks how we are, asks how she can help us when we look stressed, is always wishing us a good day or night and does this all with her huge smile on her face. We know she is non-stop busy keeping our school running, yet she always has time for everyone and everything. There is no way in the world she should be dealing with this inane situation right now. CPS needs to do the right thing, Ms. Mahoney should not be in a position to possibly be losing her job now or ever.

Kimberly Villa
Diverse Learner Teacher
Byrne Elementary School

To Whom it May Concern,

Ms. Mahoney is truly essential to the Byrne community. She is kind, supportive and extremely hardworking. She goes above and beyond for the students and staff, and we are so lucky to have her our our school.

Thank you,
Kathleen Tite
Diverse Learner Teacher
Byrne Elementary

I love coming to work every day to see Mrs. Mahoney in the office. She is such a helpful person and such a great addition to Byrne School. Without Judy, Byrne would not be the school it is today.

Janina Murzydlo
SECA
Byrne Elementary School

To whom it may concern:

I would like you to consider this letter as a declaration to retain Mrs. Mahoney, our clerk currently employed at Michael M. Byrne Elementary School, located at 5329 South Oak Park Ave, Chicago, IL 60638.

I am a staff member of Michael M. Byrne and a long-time dedicated community leader who can recognize a hard-working, honest, and dedicated employee that meets ethical behavior standards in the workplace. In my time at Michael M. Byrne, I have witnessed the categorical imperative performance of Mrs. Mahoney's clerical duties including but not limited to the responsibility in meeting safety rules and health standards during this global pandemic of all our staff and students.

I remember meeting Mrs. Mahoney as a parent and community leader and thinking "good employees are hard to find, and she is one of them". Having the opportunity to work with Mrs. Mahoney more directly as a CPS staff member, her professionalism towards staff members and students is exceptional. It is safe to say that she makes us feel appreciated, communicates clearly and professionally with all staff while being autonomous with her day-to-day clerical responsibilities, despite her disability. She is an exceptional example of what a great employee is.

If it is not evident already, Mrs. Mahoney brings great value globally to Michael M. Byrne Elementary School despite the challenges she faces personally. As a CPS staff member, I am requesting Mrs. Mahoney to remain in our community not only because of her pronounced work ethic but also because Michael M. Byrne Elementary School can provide reasonable accommodations for Mrs. Mahoney as a qualified applicant with a disability as The Vocational Rehabilitation Act of 1973 and the American Disabilities Act of 1990 states that "reasonable accommodations" during the hiring process should be considered for:

- 1) He or she who is disabled
- 2) He or she is qualified for a position
- 3) Reasonable accommodation is required / can be accommodated

In summation, please accept this request to maintain Mrs. Mahoney's employment at Michael M. Byrne Elementary not only because of her excellent rapport with staff and students but also because Michael M. Byrne Elementary School can provide reasonable accommodations for Mrs. Mahoney as a protective member of the American Disabilities Act of 1990.

We are excited to continue working with Mrs. Mahoney in the new school year.

Respectfully submitted,

Mrs. Gomez
CPS Staff Member
Substitute Teacher

Dear CPS Talent Office,

Having worked with Ms. Judy Mahoney has been an excellent experience. She is professional, kind, and patient. I have witnessed her consoling students who have fallen ill or hurt themselves on the playground. All the while, she is simultaneously on the phone with parents and administering first aid! Despite any trying circumstances that accompany the responsibility of being the school clerk, she only demonstrates continual professionalism, kindness, and patience.

It is deeply concerning we may lose Judy. She has more than fulfilled her commitment in serving our school, and community. I do not understand the logic in letting her go. If CPS has externally provided funds for her previously, why after three years does that need to change? More concerning, there are not many schools that provide the accessibility needed for Ms. Mahoney's wheelchair. Her needs are served at Byrne, and her service to Byrne has been just as important.

I hope you will reconsider cutting Ms. Mahoney's position. It hurts our school in many ways, including the example she sets for our students. It would be very difficult for me to explain to a student why Ms. Mahoney is no longer with us at Byrne. I would feel ashamed of that truth.

Sincerely,
Robert Gebel
5th/6th/7th Grade Teacher
English/Language Arts
Language & Learning - MYP Year Two
Individuals & Societies - MYP Year One
Michael M. Byrne Elementary School
5329 S. Oak Park Ave.
Chicago, IL 60638

Dear Dr. Jackson and the Chicago Board of Education,

Judy Mahoney has worked as a school clerk for almost thirty years, including at Byrne Elementary on the Southwest Side since 2018, when CPS placed her in a Central Office-funded school clerk position at our school. Since she joined our school community three years ago, she's set a standard of hard work coupled with a can-do attitude and a commitment to support staff with effectiveness, eagerness and dignity.

We need both our school clerks at Byrne, so we were deeply troubled to learn that Judy would be laid off at the end of this school year because Central Office has chosen to stop funding her position. We are appreciative that they will extend the offer, if no other school in the district will hire her, but that is still unfair to Judy. She is only in this situation at Byrne today because she couldn't return to Whittier after an uninsured drunk driver hit her head on in 2017, paralyzing her from the waist down -- because Whittier has no wheelchair access, almost three decades after the Americans with Disabilities Act was passed.

Judy has built a great relationship with our school community. She's an inspiration to all of our students, including one who uses a wheelchair -- someone like her, living life, being productive, and finding the joy in the day even in the face of adversity. Judy is only 49 years old and still has years of excellent service and a powerful positive example of resilience and determination to offer to our students. Like every school clerk, she's an anchor in her school community who has proven that she can do her job effectively from her wheelchair. She doesn't want charity, she simply wants to continue to work and earn an honest living.

If her accident had occurred while working in an accessible school, she would not be facing joblessness today.

CPS has made equity a beacon of our values and a watchword for our school district's commitment to inclusion and diversity. To be true to those values, CPS must allow Judy to continue to serve Byrne students and fellow staff with dignity. The very least CPS owes Judy is the right to continue working at Byrne, without fear that Central Office will defund her position and fire her every year, simply because she had the misfortune to suffer a catastrophic accident that the school district COULD accommodate, if they were not in sweeping violation of the ADA's mandate for publicly accessible school buildings.

Dr. Jackson, we urge you to take one more step for equity and justice before you leave our school district. Agree to allow Central Office to continue funding Judy's position. Make your support for this valued worker a way to recommit to making all CPS school buildings wheelchair accessible at last. Ensure that no student or educator has to suffer the compounded trauma and uncertainty not just of a catastrophic accident or a health crisis, but of a school district that fails to celebrate, welcome and retain committed school community members like Judy.

Sincerely,

Samantha Soukal, Byrne Special Education Teacher, LSC Representative
Robert Gebel, Byrne Middle School ELA and Individuals and Societies Teacher, LSC Representative
Benjamin Rubin, Byrne Middle School Individual and Societies Teacher, CTU Delegate
Kathleen Tite, Byrne Special Education Teacher
Mary Beth Corbin, Byrne Teacher and Librarian
Javier Prado, Byrne Middle School Math Teacher
Ashley Scollard, Byrne Physical Education Teacher
Katie Vargas, Byrne Cadre, 2nd grade
Erin Roberts, Byrne Middle School Science and Individuals and Societies Teacher
Maria Torrez, Byrne Kindergarten Teacher
David Muro, Byrne Special Education Teacher
Bridgid Bullington, Byrne 3rd Grade Teacher
Micah Brown, Byrne SECA
Florence Bertucci-Vik, Byrne 3rd Grade Teacher
Anyine Galvan-Rodriguez, Byrne IB Coordinator
Deborah Davis, Byrne 2nd Grade Teacher
Dr. Cathay Wright, Byrne 4th Grade Teacher
Courtney Moritz, Byrne Case Manager
Janet Huels, Byrne Teacher Assistant
Wendy Boosel, Byrne Art Teacher
Drew Elston, Byrne Music Teacher
Jennifer Long, Byrne 5th Grade Teacher
Elaine Sanchez, Byrne Middle School Science Teacher

Elise Zaborowski- Byrne Occupational Therapist
Rhonda Betz- Byrne 5th Grade Teacher
Esmeralda Pasillas- Byrne SECA
Lora Lee Serrano- Byrne Kindergarten Teacher
Jesus Rivera- Byrne SECA
Deanna O'Brien- Byrne 8th Grade Teacher
Janice Dunn- Byrne Speech Therapist
Dawn Stajura- Byrne 1st Grade Teacher
Iveliss Collazo, Byrne SECA
Janina Murzydlo, Byrne SECA
Bozena Kepinska, Byrne SECA
Martyna Jedrzejewska, Byrne SECA
Brandon Palmer, Byrne Physical Education Teacher
Nicole Burg, Byrne 6th Grade Teacher
Ignacio Yopez, Byrne Technology and Spanish Teacher
Allison Horn, Byrne SECA
Judith Juarez, Byrne SECA
Patricia Marquez, Byrne SECA
Esmeralda Pasillas, Byrne SECA
Esmeralda Elizondo, Byrne SECA
Aracely Diaz, Byrne SECA
Desiree Alonzo, LSC Chairperson, Parent Representative
Veronica Pagan, LSC Non-Teacher Staff Representative, SECA
Al Cacciottolo, LSC Community Representative
Joseph Salas, LSC Community Representative
Esperanza Bedoy- LSC Parent Representative
Daniel Leal- LSC Parent Representative
Sarah Sachen- LSC Parent Representative