

March 21, 2024 Board Meeting Written Comments
Received between Tuesday, March 19th and Friday, March 22rd
Submitted via Written Comments Form

1 Necesitamos que los baños de la escuela acero zizumbo regresen a un solo género, los letreros de baños mixtos an provocado que la mayoría de los niños usen solo 2 baños privados PARA toda la escuela. La mayoría de los niños que lo usan an tenido accidentes y lleguen a la casa mojados etc. esto se está tomando a la ligera , necesitamos tomar acción sobre este tema. Necesitamos respuestas de ustedes para poder cambiar esto y que los 2 baños que a hora ocupan nuestros hijos los pongan con el letrero mixto y que los demás baños regresen a ser de un solo género para que tengan la privacidad nuestros hijos y hijas en el baño que les cdeletrero

s . Espero una respuesta de ustedes ya que en la escuela no nos andado una solución que sea eficaz 2 baños privados no son una solución . solo dicen q los del CPS son los que dan la orden de poner esto a si que yo quiero respuesta de ustedes .

2 Good Morning Members of the board, Mr. Martinez, Mr. Mayfield and everyone else in the room.

One day, hopefully far in the future all our time here will end. (Yes- Death and Taxes come to us all, especially in Chicago) The day after that day is the one I'd like you to focus on. Who will be there to greet you? A friend, a Mentor, a child, a parent. What will they have to say about this moment?

Well done, good and faithful servant. You were handed the responsibility to care for All All students and you didn't just care for your tribe making sure they went to great schools litf004l) TT2 1f TJ ET Q 96.62477.24.7 30.13 re W*n BT TT2 11.04ff 101.78 282.

change. Moving "light routes" (those with less than 8 students on to Para-transit would free up that valuable bus driver (and large school bus). Please start these new routes now after spring break where the loss of bussing has been felt the most with our Low-income families and ELL learners. "Light Routes" on paratransit will allow us to fill up large yellow buses with 20-30-50 students. The net gain will lower our per student costs dramatically, decrease chronic absenteeism and help these kids thrive.

we can get closer to 90% without compromising our commitment to Students with Disabilities and STLS.

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...to protect our students, ...
...the Chicago ...
...all CPS nurses already have ...
...the VFC program exists in ...
...training, coordinate and supervise ...

Bold and collaborative thinking, planning and action are needed now to protect our beautiful children.

Bring Down All CPS Vaccine Access Barriers Now!

Act Now to Protect ALL Chicago!

Stop blaming students and their families for “vaccine hesitancy”

Our protest on Monday, March 4 outside Chicago Public Schools, which also has a growing online petition with 500 signatures, was for:

- INCLUSIVE EDUCATION
- ACCESSIBLE BUILDINGS
- REGARD TO INDIVIDUAL NEEDS
- REQUIRED SECAS FOR EACH SCHOOL
- REQUIRED THERAPISTS FOR EACH SCHOOL
- FOLLOWED IEPS AND 504s
- APPROPRIATE CURRICULUM
- SUPPORTS AND RESOURCES
- DIVERSITY FOR NON-DISABLED STUDENTS
- ASSISTIVE TECHNOLOGY
- LITERACY INSTRUCTION
- HIGH EXPECTATIONS FOR STUDENTS
- TRANSLATION SERVICES FOR NON-ENGLISH SPEAKING PARENTS

In response to a Chicago Sun Times journalist who covered the protest, Chicago Public Schools said, "About a third of CPS campuses are not ADA accessible...another third of schools are considered 'first floor usable,'" meaning the first floor of a school is ADA accessible. As if having the first floor of a school building means anything in terms of accessibility and that Chicago Public Schools is somehow following ADA law because of this. So really, two thirds of CPS buildings are inaccessible to our students in wheelchairs.

Monday, March 4 was the one year memorial of Judy Heumann's passing. She advocated her entire life for disabled people's rights and fought against "separate but equal" policies within each system of our society. **Chicago Public Schools still uses this inhumane, outdated and deceitful "separate but equal" philosophy through their "cluster programs."** The district continually attempts, and often succeeds because they capitalize on their power, to remove disabled children from the general population and neighborhood schools and then place them in their "cluster programs" without any consideration for whether that is an appropriate placement for the child. Last year, CPS identified over one thousand additional students for cluster programs and this year they are set to see the same increase, yet at some schools CPS is forcing disabled students to transfer schools due to their cluster program closing. The LBS1 special education teaching certificate in the state of Illinois is the same for all special education teachers throughout the district, whether they teach in cluster programs or not, yet CPS claims most schools cannot educate all special education students. Chicago Public Schools has created this term, "cluster programs," and its design because it is cheaper and easier for them, not because it is appropriate, or legal, for most disabled students.

I have a daughter, [REDACTED] with a disability called Williams syndrome. When I inquired for more information about kindergarten at our neighborhood school, I was told they didn't have the resources for her there. We then won a seat at a lottery based selective enrollment school and since this school is ranked fifth out of all CPS elementary schools, I quickly registered her there. Having heard horror stories of special education in CPS and

already experiencing being illegally turned away from our neighborhood school, I was ready with three different letters from two reputable doctors at Lurie Childrens Hospital and an educational consultant on Williams syndrome stating [redacted]'s appropriate placement is within the general education setting. However, after attending this highly ranked school for only a couple of months, CPS attempted to kick her out of the school and push her into a cluster program elsewhere and I *still* needed a lawyer to prove to Chicago Public Schools that [redacted] deserved—both legally and educationally appropriately—to be a student there. I'm not going to mention the pathetic reason CPS gave me when they attempted to kick out my disabled daughter last year in kindergarten as I'm not here to publicly embarrass individuals. This year in first grade, she received all F's in her core subjects for quarter one which is a tactic CPS often uses when parents refuse cluster program placement. To reiterate: A Chicago Public School, ranked fifth in the district, gave a six-year-old, non-verbal [redacted] 0 Tc 0 Tw .7 Td (Pu).5 neededhmore subts for quankarter o1ne

If Chicago wants to be the most accessible city in our country, which I know is a mission of the mayor's office and other disability organizations, we must first have the educational

March 20, 2024

Dear Chicago Board of Education Members,

We are contacting you regarding the lack of transportation and financial relief for a number of our constituents in the 1st, 2nd, 5th, 10th, 11th, 12th, 13th, 14th, 20th, 22nd, 25th, 26th, 30th, 31st, 32nd, 33rd, 34th, 35th, 36th, 37th, 39th, 40th, 43rd, 46th, 47th, 48th, 49th Wards. CPS's recent decision to cancel busing for students in magnet and selective enrollment schools has caused hardship to many of the families we represent. Especially concerning is that 85% of affected students reside in low-income households. Many of these students also hail from Black and brown families. Without busing, these families are struggling to adjust work schedules, student activities, and budgets to get their kids to their school and friends.

We fear that without a solution, the racial and income disparities seen at these schools will grow. We recognize that CPS has offered Ventra cards to impacted families. However, public transit simply is not a viable option for many working parents with young children. Accordingly, we respectfully ask you to consider the following solutions put forth by our constituents:

- 1.

1. Implement the Federal “Under-the-Hood Waiver” to increase the number of eligible drivers by allowing prospective bus drivers to skip the onerous requirement of physically lifting the hood of the bus and identifying parts of the engine;
 2. Pass HB3476 to enable HopSkipDrive to come to Illinois;
 3. Offer more Commercial Drivers License (CDL) certification dates/times; and
 4. Offer CDL certification exams in Spanish.
3. Prioritizing Low -Income Students : Students from low-income families should be routed first. This routing can be done on an individual basis or by starting with the schools with the highest percentage of low-income families. Stipends (financial relief) can be given to students without a seat until one becomes available for them. Stipends provide immediate support until a bus seat becomes available.
 4. Paratransit Companies : Allow paratransit companies (vans) to begin transporting Priority Group A and B students from buses currently transporting less than seven students so that large school buses can be reassigned for larger populations needing transport to magnet and selective enrollment schools.

We look forward to working with you to find solutions that are equitable and provide access to schools that are the best fit for the children in our wards.

Respectfully,

Aldersperson Matt Martin, 47th Ward
 Aldersperson Jessie Fuentes, 26th Ward
 Aldersperson Rossana Rodriguez-Sanchez, 33rd Ward
 Aldersperson Angela Clay, 46th Ward
 Aldersperson Leni Manaa-Hoppenworth, 48th Ward
 Aldersperson Michael D. Rodriguez, 22nd Ward
 Aldersperson Byron Sigcho-Lopez, 25th Ward
 Aldersperson Andre Vasquez, 40th Ward
 Aldersperson Jeanette B. Taylor, 20th Ward
 Aldersperson Carlos Ramirez-Rosa, 35th Ward
 Aldersperson Daniel La Spata, 1st Ward

Aldersperson Scott Waguespack, 32nd Ward
 Aldersperson Gilbert Villegas, 36th Ward
 Aldersperson Ruth Cruz, 30th Ward
 Aldersperson Jeylu B. Gutierrez, 14th Ward
 Aldersperson Felix Cardona, Jr., 31st Ward
 Aldersperson Emma Mitts, 37th Ward
 Aldersperson Peter Chico, 10th Ward
 Aldersperson Julia M. Ramirez, 12th Ward
 Aldersperson Desmon C. Yancy, 5th Ward
 Aldersperson Marty Quinn, 13th Ward
 Aldersperson Samantha Nugent, 39th Ward
 Aldersperson Brian Hopkins, 2nd Ward
 Aldersperson Maria E. Hadden, 49th Ward
 Aldersperson Timmy Knudsen, 43rd Ward
 Aldersperson Nicole Lee, 11th Ward
 Aldersperson William Conway, 34th Ward

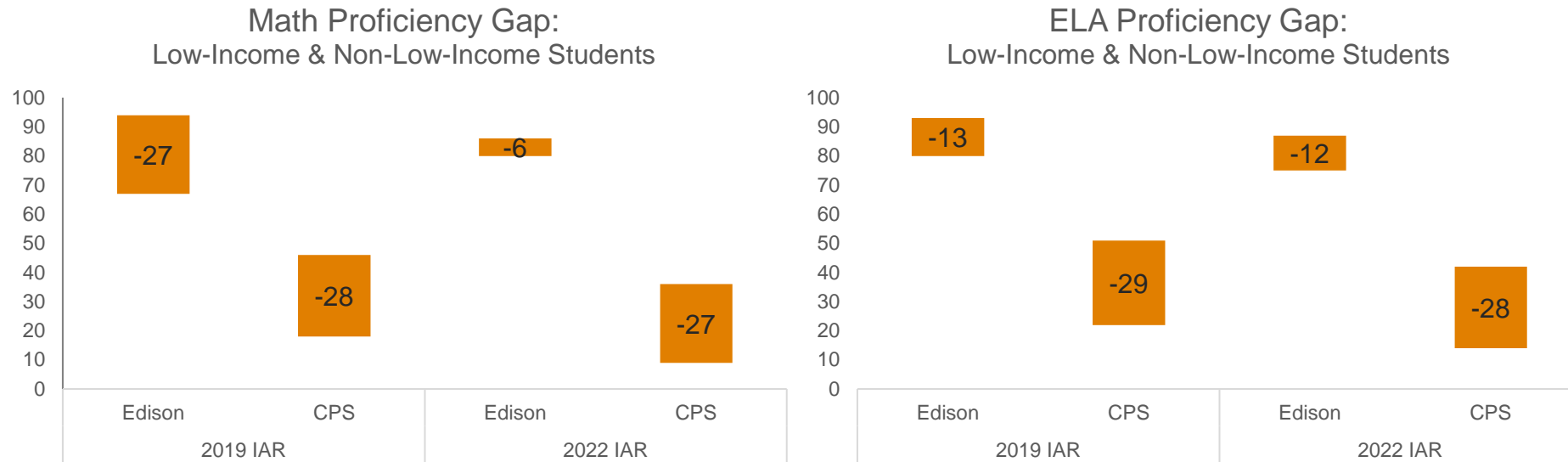
CPS Board Meeting 3/21/24

Edison Student Performance Presentation for LSC

February 26, 2024

Dr. Angel Alvarez
angel.alvarez.phd@gmail.com

Low-income students at Edison improved in mathematics

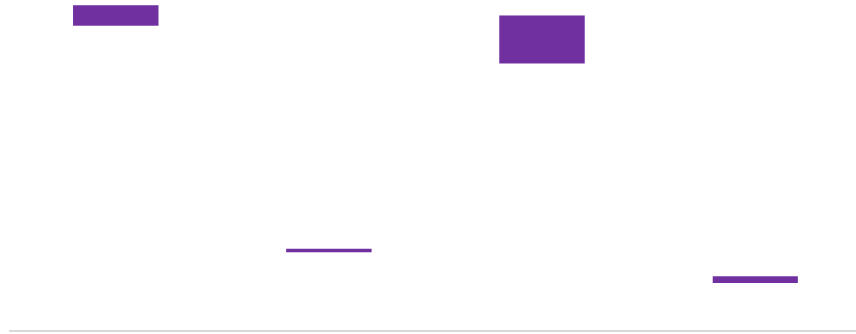


Edison reduced the low-income achievement gap.

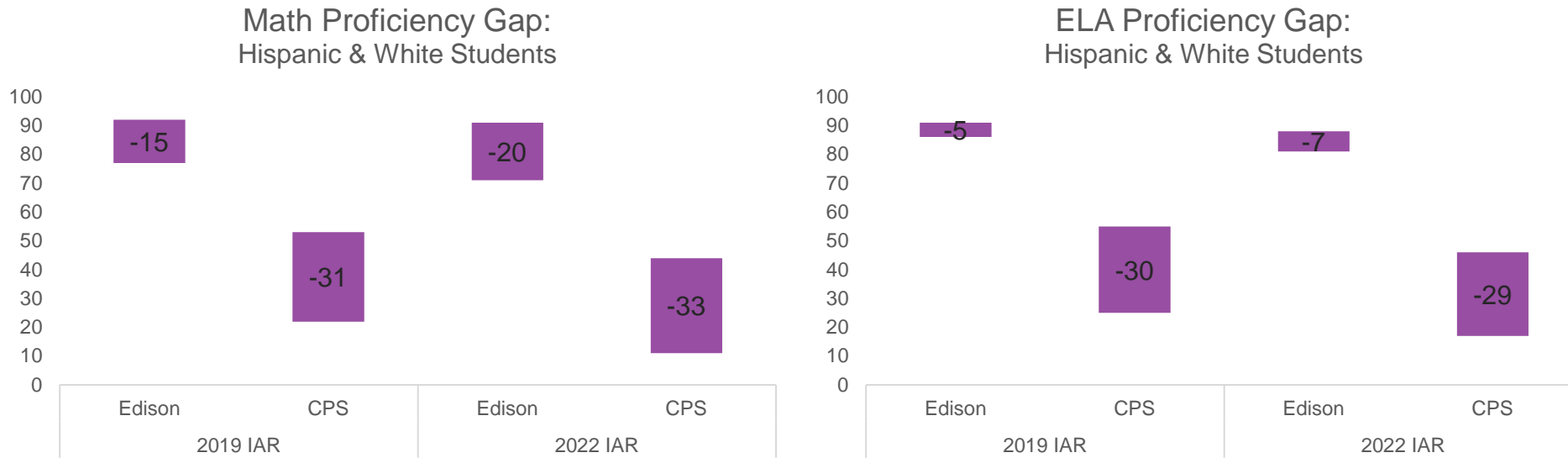
Edison increased the percentage of low-income students over the past 3 years.

Low-income students are exceeding pandemic performance!

Female-Male achievement gaps are widening

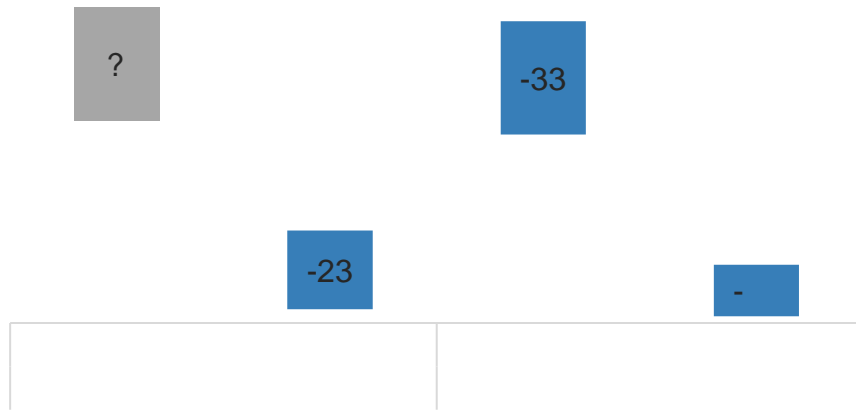


Hispanic student achievement shows slight decrease



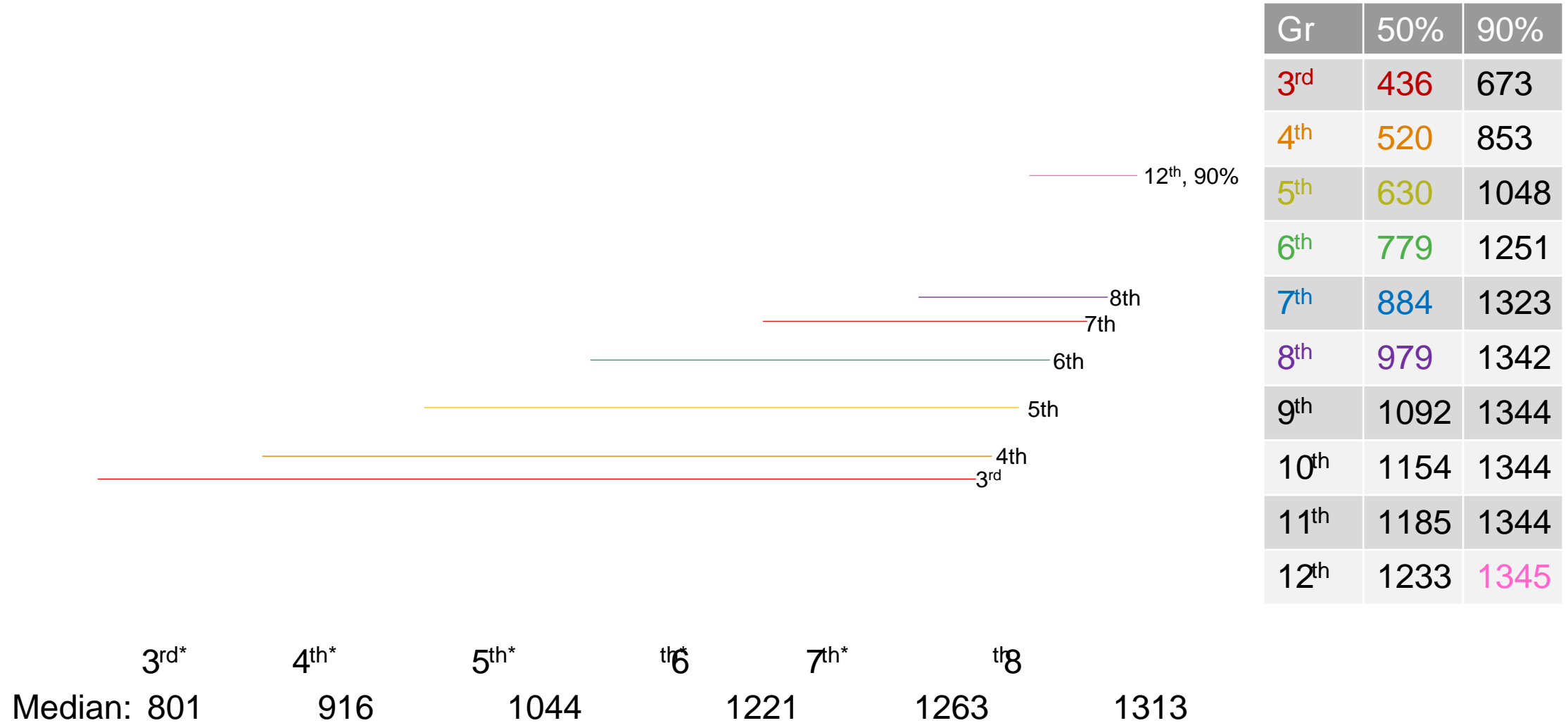
The Hispanic achievement gap at Edison is less than other schools.

IEP student achievement exceeds non-IEP students across CPS



Edison students outperform >99% of other CPS students

Reading Edison students show statistically significant gains each year



~25% of Edison 8th graders exceed the top 10% of CPS HS students in reading!

