



Board of Education | City of Chicago

Board Meeting Written Comments

June 25, 2026

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June 25, 2026, Board Meeting Written Comments
Received between, Tuesday June 23rd and Friday June 26th, Submitted via
Written Comments Form

1	I am in support of maintaining the Arabic language program at Lincoln Park High School and the teacher who is in danger of losing his visa due to participation in the program.
2	As a CPS parent and incoming Local School Council member at Ebinger Elementary, I recently met with my principal and other parents to better understand the FY27 special education staffing process, including the 70/30 rule, staffing allocations, and the review process. I appreciate CPS's commitment to increasing special education funding and moving toward a needs-based staffing model. However, I am concerned that schools continue to identify significant differences between allocated staffing and actual student service needs, often requiring additional staffing adjustments after the school year begins. If schools are repeatedly seeking staffing adjustments year after year, CPS should evaluate whether the initial allocation methodology is accurately capturing student needs. Because special education services are legally mandated, families should have confidence that schools are staffed appropriately from the first day of school, rather than relying on post-allocation corrections or the 20th-day review process. I respectfully ask the Board to provide greater transparency regarding: • How special education staffing allocations are calculated; • How schools can request review of allocations that appear inconsistent with student needs; • How many schools have required staffing adjustments or appeals in recent years; and • What steps CPS is taking to ensure students receive legally mandated services without interruption. Thank you for your commitment to Chicago's students.
3	I am a parent at Prescott Elementary. I have an incoming kindergartener who has an IEP requiring instruction in a separate setting, often called a resource room.



I am writing because families at Prescott have learned that classrooms currently used for special education services are being reassigned, without clear information about where those services will be delivered instead, and with the school year now only 9 weeks away. For a child like mine, the physical space is not a detail. It is part of how the IEP is implemented. Students who receive services in a resource room depend on consistent, structured, and appropriate environments: adequate lighting, minimal noise, and suitable space for small-group instruction to focus, regulate, and make progress toward their goals. When that space is uncertain or inadequate, the services themselves are compromised. This is not only an educational concern; it is a legal one. Under Illinois and federal laws, spaces used for special education must be appropriate, adequate, and comparable to general education classrooms. A decision to repurpose these rooms without an identified, compliant replacement puts the district at risk of falling short of those obligations and puts our most vulnerable students at risk of not receiving what they are legally entitled to. I am asking this Board two questions: First, what assurances do families have that students who require resource room support will have access to consistent, appropriate instructional environments from the first day of school? Second, how is CPS ensuring that these spaces are truly comparable in quality to general education classrooms?

We want to partner with our school and support every student at Prescott. But we also need confidence that when our children walk into their classrooms, those spaces are designed for them to succeed. I respectfully ask that this Board ensure no special education space is eliminated anywhere in the district without a verified, compliant replacement in place first.

Thank you.

- 4 For the past 5 years I have been proud to teach 4th Grade at Acero Marquez Charter School. Within my first year I had acquired my ELL certification and Bilingual endorsement, which exposed me to the dangers of language-driven learning gaps, feelings of social isolation in students related to language, cultural identity bias that exists at all age levels, but also to the many solutions and practices that enable educators to surpass them.

This May I was bumped out of my position due to the school closures and offered one option: Bilingual Resource Teacher. The email provided no job description and I was given 72 hours to respond, so naturally I asked around. I learned that this role had been defined differently depending on who you ask, but these key areas remained constant:

Partnering with general education teachers to co-teach in a child's native language, model specialized strategies, and provide tailored instruction where the General education teachers may not yet be able to; (2) bridging learning and language standards by defining the criteria for success that are needed at each ELP (English Language Proficiency); (3) preventing further and/or future learning gaps in core subject material and communication gaps between teachers and families.

Gosh, I thought, this role is extremely important and a reflection of all of the work teachers like me have put into improving their practice. It demands intense content knowledge, deep knowledge of



students on a school-wide level, and the ability to reach them in their native and target languages. I was ready to support my fellow staff and school.

Acero has decided to eliminate all Bilingual Resource Teacher positions at every school and this will have a major impact on the resources we are able to provide our students and our compliance. Acero's decision to remove this position does a few things: (1) it brings into question the six schools CPS identified that "Needs Improvement" in EL compliance during their charter renewal; (2) it means these responsibilities fall on general education and ELL certified teachers which does not address the real issue of human capacity and retention of trained educators in our schools; (3) but most importantly, it's a slap in the face to some of our most vulnerable populations of students who are bearing newcomer status and/or performing 2 or more years behind grade level due to language barriers.

Acero should not be allowed to go unchecked by CPS or OMME for the next five years while our students face the brunt of continued cuts that deplete the resources our students deserve. CPS must demand Acero reinstate these crucial positions for our students.

5

To the Board President, Board Members, and CPS leadership.

I lead Educators for Excellence-Chicago, an organization representing more than 8,000 teachers across our city.

I am here today because I am disappointed.

And if I am being completely transparent, my initial reaction to learning that the Educator Mental Health Resolution had been removed from today's agenda was anger.

So today, I urge this board to resume the prioritization of educator mental health by placing the Educator Mental Health Resolution BACK on the agenda for the next board meeting.

Not because of what it means for Educators for Excellence but because of what it signals to the hundreds of educators who have spent the last year sharing their experiences, their struggles, and their hopes for a school system that recognizes their well-being as essential to student success.

Once again, teachers are left wondering whether their concerns are truly a priority.

Over the past year, educators from every network of this district have told us the same thing: they are carrying tremendous burdens. They are navigating increased student needs, staffing shortages, trauma, behavioral challenges, budgeting constraints and the growing complexity of their work. Yet many feel that the systems designed to support them have not kept pace with the realities they face every day.

The resolution that was removed from today's agenda was never intended to be symbolic. It was intended to be a starting point—a public commitment that educator mental health matters and that this district is willing to take measurable action to address it.



What is most disappointing is not simply that the resolution was removed. It is that there has been no clear pathway offered for how this work moves forward.

Teachers deserve more than delays. They deserve transparency. They deserve accountability. And they deserve solutions.

If there are concerns about the language, scope, implementation, or feasibility of this resolution, then let's have those conversations publicly. If there are improvements that can be made, then make them. If there are additional stakeholders who need to be engaged, then engage them. We engaged the district and brought a resolution that is indicative of collaboration and action.

But removing the resolution without a clearly articulated plan for advancing educator mental health sends the wrong message to the people who show up every day to serve Chicago's students.

The reality is simple: when educators are supported, students benefit.

When educators have access to effective mental health resources, students benefit.

When educators remain in the profession because they feel valued and supported, students benefit. And when we fail to prioritize educator well-being, we undermine our ability to achieve every other goal we have set for students.

Today, I am asking this Board not to let this issue disappear.

I am asking for a transparent process that identifies what changes are needed to move this resolution forward.

I am asking for clear outcomes that the district is willing to pursue.

I am asking for publicly available data that helps us understand the state of educator well-being across the district.

And I am asking for accountability measures that allow educators, families, and community members to track progress over time.

Because if we truly believe that people are our greatest asset, then we must be willing to measure how well we are supporting them.

Teachers are watching.

They are listening.

And they are looking for evidence that this district cares about them not only as employees, but as professionals whose well-being directly impacts the success of students.



	I remain hopeful that this Board will choose action over politics and partnership over postponement. Our educators deserve nothing less. Thank you!
6	I am a diverse learner teacher on the west side of Chicago and I am associated with Educators for Excellence. I am also a proud graduate of CPS and now educate for the same district I grew up in. I'm submitting written testimony about educator and student mental health in Chicago Public Schools. As someone who grew up on the northwest side of Chicago and is now serving the west side of Chicago, it is clear that we as educators need more mental health support. Not only for ourselves but for the students we care for. At the start of the school year in September, our school community lost one of our students to a tragic traffic incident in front of our school. Our school community suffered a tragic loss that could have been avoided. And while all it took was a second to change the lives of everyone who touched this student's life - the impact of the loss on the school community was and continues to be tremendous. The response to our school community was reactive and short-lived. We had a trauma team come in from CPS the day of the incident and the day after. The day this occurred was mainly dedicated to the grade level the student was a part of, and the day after was dedicated to anyone else that needed support. As with any school day, students will be absent, therefore, some primary students who unfortunately witnessed the impactful incident, were absent on the one day the team was there to support. The one day - that's all the team committed to in providing support to the school community. The following day when the students were back at school they missed out on the critical mental health support. I know my class wasn't the only ones who missed out on this support. Students and teachers deserve more comprehensive support when something so traumatic and tragic happens within the school community. We want to know why this resolution has been put on the backburner by the board? Why have you decided to make this not a priority for your city's educators, families and students? I urge you all to make Chicago the model across the country, making it known that mental health support isn't just another buzzword, instead a necessity for students to succeed and educators to bring their best foot forward. Placing the resolution back on the agenda not only shows a sign of respect for educators across the city, it shows support and care for those who are entrusted with the responsibility of ensuring our future generations thrive. Thank you.
7	"Good Morning, Esteemed Members of the Board of Education. I am Dr. Tyran Laws, De Facto Chair of the Corliss LSC, and It's the desire of many Corliss stakeholders to dismantle our shared facility agreement with Butler College Prep. The Board has a responsibility to optimize building space, but our co-located charter school now outpaces our enrollment at a 2:1 ratio. Consequently, our community feels these market-driven metrics are simply being used to justify a slow displacement of Corliss High School. Corliss has gladly welcomed Butler into its shared spaces, from our athletic teams to our auditorium. However, as Butler's footprint expands into our hallways and dance studios, and building



	modifications occur without our principal's knowledge, the collaborative balance has dissolved. This over-saturation proves that Butler has outgrown a shared model. For both student bodies to succeed, the solution is not the gradual displacement of Corliss, but securing an independent facility that fully accommodates Butler's size. . If enrollment numbers are the justification for this displacement, please understand that this is a major equity failure. Corliss is restricted to a local neighborhood boundary, while Butler can draw from across the entire city. Using their cross-boundary numbers to strip a localized STEM school of autonomy over its primary facilities is inherently unjust. Corliss provides a disproportionate share of student services while achieving immense success. We are the only regional STEM school, we host a drone program and ROTC, our teams are league champions in four sports, and four of our students recently made the news for earning their Associate Degrees early. If we cannot dismantle this agreement, it must be audited and restructured to prioritize equity and not just economic efficiency. Future plans must ensure that renting tenants contribute equitably to overhead and support staff. Thank you for your time!
8	Will there be an assessment of summer ebt programs. How many students are enrolled and how many schools signed their kids for benefits.
9	I appreciate CPS's continued investment in special education and its commitment to a needs-based staffing model. However, I am concerned that many schools continue to identify significant differences between their allocated special education staffing and the actual services federally required by students' IEPs. We seek greater transparency regarding the formula used to determine special education staffing allocations and clarification of the current appeals process to ensure schools have the resources necessary to meet students' legally mandated IEP services from the first day of school. At Ebinger, our principal shared that last year, after an extensive appeal process, for the 4th year in a row, the school was funded for 12 special education teachers. This year that number has been reduced to 10. The population of special education students at Ebinger grew 15% from the fall of 2025 to the spring of 2026. The staff of 12 was barely meeting the federally required needs of those students. Ebinger is just one school in CPS with this issue. Without a meaningful opportunity to review or question allocations before staffing decisions are finalized, principals face an impossible choice: eliminate experienced special education staff and risk being unable to provide required IEP services at the start of the school year, or retain staff without guaranteed funding and hope adjustments are made later. Neither option best serves students, staff, or taxpayers.



	I respectfully ask the Board to provide greater transparency regarding how special education staffing allocations are calculated, what appeal process exists when schools believe allocations do not reflect student needs, and what steps CPS is taking to ensure schools are appropriately staffed to deliver legally mandated services from the first day of school. Thank you for your time and your commitment to Chicago's students.
10	"Communication is key." America has become a terrible communicator, especially in the Middle East. The internet exists! And you want to cut Arabic out of the schools? How do we have any hope of acting this way, and then being seen as anything but belligerent tyrants ourselves? Unchecked ego, and a "manifest destiny" mentality, have led America to barge into the Middle East with poor planning and worse follow-through using our tax dollars for far longer than I've been paying them. Communication and mutual understanding are not just important when interacting with an adversary/potential ally, they are necessary to the *peaceful* resolution of any conflict. The Great Orange Embarrassment would prefer we all just scream demands, beat our chests, and declare victory no matter the outcome. But that's not a recipe for positive, lasting international relationships—communication and mutual understanding is. The goal is peace, no? We want to be able to work together at the end of all this, and leave each other to live our own lives, yes? Well how can we ever expect to do that if we don't even speak the same language? Demanding that everyone else learn English to deal with us is weak, and broadcasts a scarcity mindset. We're America! We've got the best resources, and more of them than any nation in the history of the world. The burden of responsibility is on *us* to bridge the gap. *We* need to be learning Arabic so we can come to the table prepared and capable of representing America with the dignity and competence for which we used to be known. Why on earth would we stifle the chance for the American diplomats who eventually help bridge the gap between us and the middle east to have come from Chicago? What kind of Chicagoans, what kind of Americans are you trying to raise? What are we actually doing here? Choose peace. Choose dignity and respect. Choose humanity. (Content edited for profanity.)
11	The budget cut for choral program at Walter payton college prep is a huge mistake and will have detrimental consequences for the choral community - the decision was based on misleading numbers and if they counted the students properly they would not have made this decision. - PLEASE re evaluate it's one of the hidden gems in cos high school programs
12	A well-rounded education enables students to discover talents and passions they may not have come up with on their own. I am alarmed by some of the proposed budget cuts and approaches some



	school administrations are making that will limit full exposure and access to enrichments, especially in languages and arts. I would hope that administrators will use the best data available to maintain full-time employment for enrichment teachers so their programs have opportunities beyond class time such as attending IHSA competitions and after-school events that showcase student talent. These programs allow parents more school involvement and awareness of fundraising opportunities that offset some of the costs of this programming. The choice to make these kinds of cuts is short-sighted and threatens to leave teens with fewer afterschool options that keep them engaged on campus where they are safe and making decisions that enrich future generations. Please protect Payton's strong choir program and listen when empassioned teachers have data and student testimonials demonstrating the need for these programs to continue.
13	Ethnic Studies should remain in schools because the lessons I learned in this class still influence my life today. It made me more curious about other people and their experiences. In high school, students do not always have opportunities to have deep conversations and truly get to know one another unless they are in classes that focus on culture, identity, and society. Ethnic Studies helped me overcome my difficulty talking to others and inspired me to share my own story and learn about the stories of those around me. Because of the impact it has had on my personal growth and understanding of others, I encourage you to keep Ethnic Studies in schools.
14	I just graduated from Payton College Prep and I am in support of increasing the recommended student-teacher ratio. The planned budget cuts are having a significant negative impact on our teachers and certain programs at our school. I am a concert choir student, and due to these cuts the admin decided to move our choir teacher to a part time position even though she does a lot for the school and is a wonderful teacher. I was one of the two students that made it to the ILMEA All-State choir. Our teacher drove us to Peoria and then took us everywhere we needed to go at the conference. She also took the concert choir to LA last March where they got to sing at Universal Studios, visit local universities and connect with musical groups and experts. The Latin program at our school would also be phased out, which is absurd to me because the Latin program is amazing. Students get to compete in Certamen and had a trip to Rome last April. I noticed this happening at other schools as well, with Lincoln Park phasing out their Arabic program. Despite the fact that many of these programs don't have a lot of students, they are very important nonetheless because they teach students in a unique way. If the board decides to change the student-teacher ratio to be larger, this would allow many of these enriching programs to continue. I understand that budget cuts are necessary, but the main goal of CPS is to educate the students. Therefore, education programs should not be cut, no matter how many students participate in them. Increasing the student-teacher ratio would ensure that this does not happen and that every student receives the quality education they need. Thank you so much for your consideration!
15	Over a year ago I joined a cohort with around 30 other CPS staff that looked at the state of mental health for students and staff. Among other alarming things, like a looming shortage of school psychologists, social workers, and our own shared experiences, was how little was agreed upon for action.



I'm not sure where the other cohort members are now. I'm here. This matters.

I don't assume ill will, apathy, or distrust of the board for what I felt was a lack of progress. I believe the lack of agreement was rooted in the uncertainty of what would actually be done with our combined more than a thousand hours of after school meetings.

I'm here because "it is what it is," wasn't going to be good enough. Asking for more safe schools training wasn't good enough.

The current outreach has the basics of a good plan, but it has to be better. It can't rely on one person per building.

Mental and physical health resources are extremely important, and the district has made progress. However, it can't just be another thing on the pile.

It can't be something that people are less aware of than Corebridge or Valic. Retirement resources are important, but not so much as making it there to use those resources.

I shouldn't have been able to make it over a decade before I knew the EAP was more than a crisis line.

Usage of benefits that keep individuals, partners, parents, caregivers, community members, coworkers, you, and me confident, capable, engaged, and alive, has to be worth at least one sacrificed data meeting or professional development announcement. The people who make data need to be able to make it to those meetings and feel like they have the capacity to care.

It's not just to get employees to show up to work and be ok. It's how they will uplift themselves and others outside school hours too.

Thank you for your time and your service to the city. I appreciate you.

16 Good morning, my name is Corrina Demma and I'm a Senior organizer with Educators for Excellence-Chicago.

I'm also a former CPS student, teacher, and current parent and I'm joined today by individuals who deserve a voice and to speak much more than I do: the teachers that show up every day for our kids no matter what is happening in their lives or how they are feeling.

Right now, we're all united, frustrated, and baffled by this school board's lack of leadership. There was a resolution on this agenda, introduced by Carlos Rivas, calling for a districtwide strategy on educator mental health. It had nothing to do with teacher contracts, or carry any cost on the city's budget. It



simply required CPS to have a plan on educator mental health, ensure supports are accessible, and for the city to update the board on progress. It was maybe the most slam-dunk issue for this board to take on.

But unfortunately, that resolution was removed from the agenda on Tuesday. It was removed after educators and advocates testified at previous meetings, hosted roundtable events with experts on the importance of educator mental health, and hand delivered petition signatures to this board calling for an educator mental health resolution. This action has sent a loud and insulting message to every educator across the city of Chicago.

And many of you have not gone on the record explaining why. So today, I ask this board to provide the public, and the teachers standing alongside me, with one good reason – why after a year of talking about this issue – has this board chosen to remove the resolution from the agenda and do nothing? Because we are not going away until this resolution passes. Even if it means waiting until January, when we have a fully elected school board that is ready to govern.

- 17 My name is Tatyana Lampkin. I am a proud Chicago Public Schools graduate turned educator, and I currently serve as a special education teacher at McNair School of Excellence.

I am here today to ask a simple but important question:

Why isn't mental health a priority?

Why do we continue to talk about academic achievement, attendance, test scores, and student outcomes without giving the same level of attention to the mental health of the people responsible for achieving those outcomes?

Every day, educators across Chicago Public Schools are expected to do more with less. We are managing staffing shortages, increasing workloads, behavioral challenges, mounting paperwork, and constant changes in expectations. We are expected to show up every day with a smile, ready to pour into our students, while many of us are running on empty.

The reality is that stress, burnout, anxiety, and emotional exhaustion have become normalized in education. Instead of asking why so many educators are struggling, we have accepted these conditions as simply "part of the job."

But they shouldn't be.

Students are impacted by what educators carry. They see it. They feel it. They respond to it.

When teachers are overwhelmed, exhausted, and unsupported, it affects the classroom environment. It affects instruction. It affects relationships. It affects student behavior and student achievement.



I know this because I have lived it.

As a special education teacher, I have experienced firsthand the pressure that comes with staffing shortages, schedule changes, increasing responsibilities, and the expectation to continuously do more without additional support. There were times when I felt overwhelmed and emotionally drained. During those moments, I noticed the impact on my students. They were more anxious, less engaged, and struggled to regulate their own emotions.

Yet when I had support, when I was able to manage my own stress and prioritize my well-being, my students benefited. They were calmer, more engaged, and more successful.

That experience taught me something important: educator mental health is not separate from student success—it is directly connected to it.

So I ask again:

Why isn't mental health a priority?

Why do we wait until educators are burned out before offering support?

Why do we continue losing talented teachers while discussing teacher shortages?

Why do we expect students to thrive in environments where the adults supporting them are struggling to survive?

Mental health cannot be an afterthought. It cannot be a slogan. It cannot be something we acknowledge only during awareness campaigns and then ignore the rest of the year.

If Chicago Public Schools is truly committed to supporting students, then it must be equally committed to supporting educators.

Because healthy teachers create healthy classrooms.

Healthy classrooms create healthy learners.

And healthy learners create stronger schools and stronger communities.

Today, I urge the Board not only to pass this resolution but also to commit to meaningful action.

Educators and students deserve more than conversations. They deserve resources, support, and a system that recognizes mental health as essential—not optional.

The question is no longer whether mental health matters.

The question is: What are we going to do about it?



18	Please keep choir as at 21-1 student to teacher ratio, and keep a full-time position for choir directors.
19	I am a diverse learner teacher on the west side of Chicago and I am associated with Educators for Excellence. I am also a proud graduate of CPS and now educate for the same district I grew up in. I'm submitting written testimony about educator and student mental health in Chicago Public Schools. As someone who grew up on the northwest side of Chicago and is now serving the west side of Chicago, it is clear that we as educators need more mental health support. Not only for ourselves but for the students we care for. At the start of the school year in September, our school community lost one of our students to a tragic traffic incident in front of our school. Our school community suffered a tragic loss that could have been avoided. And while all it took was a second to change the lives of everyone who touched this student's life - the impact of the loss on the school community was and continues to be tremendous. The response to our school community was reactive and short-lived. We had a trauma team come in from CPS the day of the incident and the day after. The day this occurred was mainly dedicated to the grade level the student was a part of, and the day after was dedicated to anyone else that needed support. As with any school day, students will be absent, therefore, some primary students who unfortunately witnessed the impactful incident, were absent on the one day the team was there to support. The one day - that's all the team committed to in providing support to the school community. The following day when the students were back at school they missed out on the critical mental health support. I know my class wasn't the only ones who missed out on this support. Students and teachers deserve more comprehensive support when something so traumatic and tragic happens within the school community. I urge you all to make Chicago the model across the country, making it known that mental health support isn't just another buzzword, instead a necessity for students to succeed and educators to bring their best foot forward. Placing the resolution back on the agenda not only shows a sign of respect for educators across the city, it shows support and care for those who are entrusted with the responsibility of ensuring our future generations thrive. Thank you.
20	The cuts Acero are trying to make will impact the lives of so many faculty and students. Students that are in the EL department need as much assistance and as many resources as possible. The removal of these resources will mean these students will be set up for failure in not just the academic world but once they graduate going into careers.
21	As the ESL teacher at Soto HS (an Acero school) I'm greatly concerned about cutting my position. Our newcomer ESL students will simply not get the instruction they need to acquire English from the novice level without these classes. They will be forced to take the general English classes. They already get mixed in with the general student population for their classes in science, math, social studies, etc. Language acquisition instruction for novice level learners simply can not happen to any meaningful extent in these general ed classes. Also, at Soto, I taught a Spanish class. The 2 other Spanish teachers



	were overloaded and so giving me a class alleviated that overcapacity. I worry about the strain on the students, teachers, and school if my position is taken away.
22	Acero's decision to eliminate all Bilingual Resource teachers goes against one of its core values, equity. Acero schools serves a large number of multilingual learners therefore having bilingual resource teachers is crucial in order to offer opportunities for success to one of our most vulnerable student population. Our multilingual learners deserve respect and equal opportunities for success. Removing bilingual resources teachers takes away the opportunity for students to access content and continue to develop their multilingual schools. In addition our bilingual resources teachers are filling in large gaps in bilingual services. They are the ones that make sure that those students that are in a multilingual classroom have the tools they need to be successful learners. I demand that this position remains open so that our multilingual students continue to receive the support they deserve!
23	As a classroom teacher at an Acero school, I am deeply concerned about the decision to eliminate all Bilingual Resource Teacher positions. This decision will have a significant impact on our multilingual learners, classroom teachers, and the overall quality of education our students receive. Bilingual Resource Teachers play a vital role in supporting students as they develop English proficiency while continuing to access grade-level content. They provide targeted instructional support, collaborate with classroom teachers, assist with language development, and help ensure students receive equitable access to learning. Without these positions, multilingual learners are at risk of falling further behind academically because they will no longer receive the specialized support they need to be successful. The elimination of these positions will also place an increased burden on classroom teachers. General education teachers are already responsible for meeting the diverse academic, behavioral, and social-emotional needs of students. Removing bilingual specialists means classroom teachers will be expected to provide additional language support without the necessary time, resources, or specialized training. This change will make it even more challenging to differentiate instruction effectively while maintaining high-quality learning experiences for all students. Additionally, Bilingual Resource Teachers serve as an important bridge between schools and families. They help communicate with multilingual families, explain educational programs, and build trusting relationships that encourage family engagement. Losing these educators may create communication barriers and reduce opportunities for meaningful family involvement. There are also concerns regarding compliance with state and federal requirements for multilingual learners. These students are entitled to appropriate language support services, and reducing specialized staffing raises questions about how schools will continue to meet those obligations while maintaining instructional quality. Ultimately, this decision places cost savings above student needs. Our multilingual learners deserve equitable opportunities to succeed, and our schools deserve the staffing necessary to provide those



	opportunities. I respectfully urge the Chicago Board of Education to closely examine the impact of these staffing reductions and advocate for the restoration of Bilingual Resource Teacher positions so that all students receive the support they need to thrive.
24	Last year, the Somos scholarship recipient from Fuentes was a student named S [REDACTED] F [REDACTED] [REDACTED]. S [REDACTED] came to Fuentes as a newcomer during seventh grade. She and her brothers and sisters are the type of students teachers often think of when they use the familiar phrase, "a joy to have in class." In fact, it is difficult for me to think of another family that has brought me greater personal joy as an educator over the past several years. Although I was not involved in selecting the Somos scholarship recipient, I can only assume that S [REDACTED] was chosen because of her love of learning, creativity, ability to build meaningful friendships, and genuine enthusiasm for life. As these are the qualities that she brought to my art class weekly. These qualities are especially remarkable considering the challenges she faced as a newcomer adjusting to a new country, language, and school community including- displacement, isolation from peers, sudden transferring of fellow newcomers/shelter mates, cultural differences, and personal family issues- for example I recall in an assignment where students were discussion their "wish" and many students wrote about toys or video games they would like, S [REDACTED] [REDACTED] year old brother wrote "I wish for my father to find a job in Chicago." When I reflect on how S [REDACTED] experience at Fuentes might have been different without the support and guidance of Ms. Stephanie Cortes, our bilingual teacher, it is difficult to imagine that she would have experienced the same level of success. As was the case for all of our newcomer and emerging multilingual students, Ms. Cortes provided an invaluable and irreplaceable source of support. Her role extended far beyond academics. She helped students navigate the cultural and social expectations of life in a new country while also guiding them through the everyday challenges of middle school. It was clear that the relationships Ms. Cortes built with her students went far beyond a typical teacher-student relationship. Many of these students relied on her not only for academic assistance, but also for reassurance, advocacy, and guidance as they adjusted to an unfamiliar environment. Through her language skills, cultural understanding, and deep commitment to her students, Ms. Cortes removed many of the barriers that newcomers often face upon arriving at Fuentes, allowing them to feel welcomed, understood, and capable of succeeding. When S [REDACTED] and a friend got to dress up for their 8th Grade photos- they asked me to take pictures of them and send them to Ms. Cortes who was not at school that day. She was their advocate and mentor. I can also speak firsthand to the value of having Ms. Cortes as a colleague. Like many middle school teachers, I recognize that changes in a student's mood, behavior, work completion, or engagement can often signal that something deeper is happening. When I observed these changes in one of my newcomer or multilingual students, I knew I could turn to Ms. Cortes for guidance. She helped facilitate conversations with students, bridge communication gaps, and ensure they received the academic, emotional, or social support they needed. Her expertise allowed classroom teachers to better understand and respond to the unique needs of these students, and ensure they felt like a truly valued member of the school community. While I agree that additional instructional support for multilingual learners is needed at the primary level, I believe it would be a significant disservice to our upper elementary and middle school students



	to eliminate the bilingual teacher position. The support provided by Ms. Cortes (and all bilingual teachers) is multifaceted and cannot be easily replaced. She serves as an educator, advocate, cultural liaison, mentor, and trusted adult for some of our most vulnerable students. Maintaining this role is essential to ensuring that newcomer and multilingual students continue to receive the comprehensive support they need to thrive a
25	Dear Chicago Board of Education, I am writing to you as an educator with over a decade of classroom experience. While my time in my current role as a Bilingual Resource Teacher has been brief, it has proven to be the most impactful period of my career. In this position, I work daily with bright, intelligent students who require targeted support to access academic content in their native language. Since assuming this role, I have had the privilege of watching these students gain confidence, flourish academically, and begin to truly believe in their own potential. When I learned that Acero is planning to eliminate the Bilingual Resource Teacher position, my first thought was not for my own professional future, but for the students who rely on this support. The removal of this role would be a profound disservice to them, stripping away the essential scaffolding they need to succeed. I urge the Board to reconsider this decision and prioritize the educational equity and success of our bilingual learners. Thank you for your time and your dedication to the students of Chicago. Sincerely, A Bilingual Resource Teacher
26	As a staff member at an Acero school, I am deeply concerned about the decision to eliminate all Bilingual Resource Teacher positions. Our multilingual learners rely on these educators every day to access instruction, build language skills, and successfully participate in the classroom. Bilingual Resource Teachers provide essential instructional support by collaborating with classroom teachers, assisting with language development, helping ensure students receive appropriate services, and serving as a bridge between schools and families. Their work extends beyond translation—they help students understand academic content while developing English proficiency and maintaining meaningful communication with families. Removing these positions will increase the workload of classroom teachers, bilingual teachers, paraprofessionals, and other support staff who are already balancing significant responsibilities. It may also create challenges in meeting the needs of multilingual learners and maintaining the high-quality instructional support these students deserve. At Roberto Clemente Charter School, many of our students come from multilingual households and benefit from the expertise and support that Bilingual Resource Teachers provide. Their absence will be



felt not only in classrooms but also in family engagement, student confidence, and academic success.

I respectfully ask the Chicago Board of Education to carefully examine the impact of these staffing reductions on multilingual learners and to encourage solutions that preserve the educational supports these students need to thrive. Every child deserves equitable access to instruction, and every multilingual learner deserves the opportunity to succeed with the appropriate resources in place.

Thank you for your consideration.

27 Dear CEO King and CPS Board Members:

I am writing regarding the FY27 Finance Update presentation. These budget figures communicated do not accurately reflect the scope of CPS's budget situation and provides misleading information regarding the cost savings. To ensure transparency and maintain public trust, I respectfully request that the Board provide:

A detailed breakdown of the categories included in "non-school-based expenses"

Clear methodology for calculating the stated reductions

Clarification on whether any central or citywide service cuts may affect students or school operations indirectly

I shared last year that CPS will face significant growing deficits and school closures. We need better transparency and accountability for all schools.

Be well,

Dr. Angel Alvarez

28 I have taught at Acero schools for 11 years, and in that time they have provided us with numerous professional developments about bilingual education. They even paid for me to earn my bilingual certificate! And yet now, they want to cut all the bilingual resource positions? (Just AFTER earning renewal, I'm sure you have noticed.) I am competent enough in Spanish to teach and connect with the newcomers in my classroom each year—but at least 50% of our classroom teachers are not. Why does Acero think it's acceptable to deprive these teachers, and our students, of the bilingual support that makes their content accesible to students who speak very little English? It's madness.



ATTACHMENTS**

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Public Comments

1. Walter Brzeski
2. Sandra Santiago

#1 CPS FOIA REQUESTS STILL AWAITING RESPONSIVE DOCUMENTS

★ Request for Help from Chicago Board of Education Members and Pertinent CPS Officials ★

As of June 16, 2026

1	 FOIA NO19080-022026 Filed: February 20, 2026 Description: Daily substitute logs for the 2025-26 school year for Steinmetz HS, Taft HS, Prosser HS, and Mather HS, plus personal-business-day sign-in sheets for Steinmetz HS.	 TIME ELAPSED: 116 calendar days / approximately 82 business days
2	 FOIA NO19320-032426 Filed: March 24, 2026 Description: Emails from Principal Anna Vilchez to Steinmetz LSC members before the January 14, 2026 and February 11, 2026 LSC meetings, plus records regarding internal accounts and budget transfers.	 TIME ELAPSED: 84 calendar days / approximately 60 business days
3	 FOIA NO19322-032426 Filed: March 24, 2026 Description: Records related to the March 24, 2026 Steinmetz LSC Special Meeting, including meeting links, ADA access communications, access-issue records, and Room 128 security footage/logs.	 TIME ELAPSED: 84 calendar days / approximately 60 business days
4	 FOIA NO19328-032526 Filed: March 25, 2026 Description: Zoom/Google Meet records, host information, attendance/sign-in records, chat/video records, and communications related to the March 24, 2026 LSC Special Meeting and access failure.	 TIME ELAPSED: 83 calendar days / approximately 59 business days
5	 FOIA NO19434-041726 Filed: April 17, 2026 Description: Personnel, time, payroll, leave, incident, discipline, grievance, EOCO, and related records for Michael Herring, Lissette Rodriguez, and Lori Tsekas.	 TIME ELAPSED: 60 calendar days / approximately 42 business days
6	 FOIA NO19680-052726 Filed: May 27, 2026 Description: Records regarding the "Northwest Side Progressive Post-Election Debrief" event at Steinmetz, including facility-use applications, permits, approvals, invoices, payments, fee waivers, security/custodial charges, insurance, scheduling records, and related communications.	 TIME ELAPSED: 20 calendar days / approximately 14 business days
7	 FOIA NO19692-052726 Filed: May 27, 2026 Description: Missing records related to Steinmetz budget transfers, including invoices, bids, quotes, receipts, proof of payment, purchase orders, contracts, procurement documents, transportation records, and related communications.	 TIME ELAPSED: 20 calendar days / approximately 14 business days
8	 FOIA NO19760-060326 Filed: June 3, 2026 Description: Records concerning EOCO complaint R #187447 involving Meyer Reynolds, including the original complaint, investigative file, findings, disposition, closure records, and related communications among EOCO, CPS administrators, Steinmetz staff, CPS Talent, CPS Law, Labor Relations, and other CPS departments.	 TIME ELAPSED: 13 calendar days / approximately 9 business days



A MESSAGE TO CHICAGO BOARD OF EDUCATION MEMBERS:

Thank you for your continued service to the students and families of Chicago. We respectfully request your assistance in ensuring that these FOIA requests are answered fully and promptly, with all responsive documents provided. Transparency and accountability strengthen our schools and communities. Your support makes a difference.



Requested Action: Please help ensure the CPS FOIA Office promptly produces the responsive records, explains any remaining delay, and provides a clear production schedule for each request.



Dear Members of the Board,

I am writing to express serious concern about the proposed CPS budget cuts and the devastating impact they will have on charter schools, particularly the students served by the Acero Schools network. While much of the public discussion has focused on district-operated schools, these budget reductions also extend to charter schools and will have profound consequences for approximately 3,300 multilingual and bilingual learners across Acero Schools.

As a result of these cuts, all bilingual resource teacher positions have been eliminated throughout the Acero Schools network. This means that classrooms serving multilingual learners will lose the instructional support that is essential to ensuring students have equitable access to a high-quality education.

Bilingual resource teachers are not supplemental staff—they are an essential part of the instructional team. They work collaboratively with classroom teachers through a co-teaching model to ensure multilingual learners can access grade-level curriculum while developing English proficiency. Their responsibilities include co-planning lessons, co-teaching instruction, differentiating learning, providing targeted small-group and individualized support, scaffolding academic language, monitoring student progress, and helping teachers implement strategies that meet the needs of students at varying levels of language development. They also serve as an important connection between schools and multilingual families, strengthening communication and family engagement.

Without bilingual resource teachers, classroom teachers will be expected to meet the complex academic and language needs of multilingual learners without the specialized support these educators provide. The loss of these positions will reduce opportunities for individualized instruction, limit access to grade-level content, and widen achievement gaps for students who are simultaneously learning English and mastering academic standards.

These staffing reductions also have significant implications for school accountability. Acero schools have established goals through their Continuous Improvement Work Plans (CIWPs) and School Improvement Plans that prioritize academic achievement, language development, and equitable outcomes for multilingual learners. Those commitments were made with the expectation that schools would have the staffing necessary to implement evidence-based instructional practices.

By eliminating all bilingual resource teachers, schools are being placed in a position where they may no longer be able to fully implement the strategies and supports outlined in those plans. This is not the result of ineffective school leadership or inadequate teaching. Rather, it is the direct consequence of network-level staffing decisions driven by reductions in CPS funding.

Furthermore, the Illinois State Board of Education (ISBE) requires school districts and charter schools to provide appropriate instructional services and meaningful access to education for English learners. Bilingual resource teachers are a critical component of delivering these services. Their work helps schools fulfill state expectations by ensuring multilingual students

receive the instructional support necessary to develop English proficiency while achieving academic success.

Removing these positions places schools at significant risk of being unable to fully implement their language education programs, fulfill the commitments outlined in their school improvement plans, and demonstrate that multilingual learners are receiving the level of support envisioned by state and local educational goals. Schools should not be placed in a position where they are expected to meet performance goals without the staffing necessary to achieve them.

Educational equity means providing every student with the resources and supports they need to succeed. Eliminating every bilingual resource teacher from the Acero Schools network undermines that commitment and disproportionately impacts thousands of multilingual students whose success depends on these specialized services.

These budget cuts do not simply eliminate positions—they eliminate opportunities. They weaken schools' ability to serve multilingual learners effectively, jeopardize progress toward school improvement goals, and place students at risk of losing the support they need to thrive academically.

The Chicago Board of Education is respectfully urged to reconsider these budget reductions and protect bilingual resource teacher positions so that multilingual learners across the Acero Schools network continue to receive the high-quality instruction, language support, and equitable educational opportunities they deserve.

Sincerely,

Sandra Santiago, M.Ed. (She/Her/Ella/Suya)
Dual Language Kindergarten Teacher
Acero Brighton Park