

January 27, 2021 Board Meeting Written Comments
Received between Monday, January 25th and Thursday, January 28th
Submitted via Written Comments Form

1 Why isn't CPS letting each community school have parents and kids needs and wants heard?
Why can't every community decide what is the most important approach for their schools?
What is CPS's priority when it comes to child obesity during pandemic since kids have been at home not being able to exercise?

2 Chicago Board of Education 1-25-21

Dear Board Members,

I am writing this to you as a member of the Sustainable Community Schools (SCS) Task Force (TF), of which I have been a member since the initiation of the contract between CPS and the Chicago Teachers Union in 2016. As you no doubt know, the SCS initiative (20 schools and associated “lead partner agencies”) is a joint initiative of CTU and CPS, guided by a mutually agreed upon set of principles and pillars. These principles and pillars contain agreements as to how the TF will function that include a principle of “Shared Leadership and Collaboration” and a pillar of “Transformational, distributed, collaborative leadership.” These, together, are meant to structure how the initiative as a whole, and the TF in particular, work together.

Evaluation of the SCS initiative is an important part of our work. To that end, there is an evaluation subcommittee of the TF which has been working for some years to define appropriate ways to assess the growth and evolution of the initiative, mindful that many parts of SCS are new and/or somewhat different, evaluation is not a short-term simple process, and both qualitative and quantitative assessments are important. The TF has been working with a unit within the University of Wisconsin-Milwaukee to provide the evaluation (a signed contract exists), and plans have been ongoing, developing, and agreed upon by the TF.

However, we learned recently that despite the principle and pillar of transparency and collaboration, CPS moved forward with an additional “impact evaluation” about which those of us on the CTU side of the TF knew absolutely nothing. CPS never consulted with us, never raised it at our monthly TF meeting, never mentioned it in the evaluation subcommittee. We on the CTU side of the TF were totally taken aback. Now we have learned that the district already has a contract signed which needs Board approval at the January 27, 2021 meeting—proposing to spent at least an additional \$209,000, while at the same time, we continue to work, in good faith, with UW-Milwaukee, totally unaware of alternate plans. The Board needs to be clear that we on the CTU side of the TF have never had the opportunity to discuss this “impact evaluation” with the district. In other words, it is a total violation of any working agreements and the principles and pillars on which this whole initiative is based.

I ask that the Board vote NO on the proposed contract for the “impact evaluation” because it has not been discussed, vetted, and agreed upon by the SCS TF as a whole, nor has the district informed the schools and their SCS Leadership Teams of this additional “impact evaluation” or provided them with any information about which they would be evaluated. From an educational standpoint, it is as if one wanted to assess

students who had no idea about what they would be tested—that is educationally indefensible. At the very minimum, the Board should postpone its vote for a period of time sufficient for the TF to have real, transparent, open discussion about this process, and for the TF to decide whether to move forward—not just the district—before the Board agrees upon a contract and begins to disburse public funds in a disastrous economic period.

The SCS initiative has, we believe, the potential to address many inequities within CPS and can be a model of engaged community involvement to transform public education. Especially in the time of the COVID pandemic, SCS schools have supported their communities (all underserved, economically disadvantaged Black and Brown neighborhoods) through deep relationships, mutual support, restorative/transformational practices, and more. But the district cannot operate behind the backs of those trying to do this work. To say that we are upset by this is an understatement. We strongly urge the Board to do what is principled in this matter.

Sincerely,

Dr. Eric “Rico” Gutstein, PhD
SCS Task Force Member
Professor, Curriculum & Instruction Department
University of Illinois at Chicago
Co-Director, Mathematics and Science Education Doctoral Program

3	Attached below
4	There are many teachers and staff with their own medical conditions who have applied for accommodations and not been approved or denied. I am one of the individuals. My cardiologist, oncologist, and rheumatologist have all told me not to return for in person teaching because I am in the highest risk group for COVID 19. The CPS ADA Office is not responding to emails or phone calls, and their voicemail box is full. I have received unexcused absences and docked pay for some days CPS refused to give me remote work. Please investigate and remedy this situation that is impacting CPS employees with their own serious medical conditions.
5	As a parent of a special needs child, I feel that our concerns are not being treated with respect. 100% of parents at my son's school have elected remote learning because his teachers are doing a PHENOMENAL job and because we have significant safety concerns. Change is difficult for this population. Rather than try and insist on a return to school why not listen and learn why we are choosing remote learning?
6	We are the Local School Council of Portage Park Elementary School, elected to represent the interests of our school community. We urge CPS to pause its current plan to fully reopen schools and instead engage families and educators in plans to continue improving the quality of remote learning. We have noted with concern some of the aspects surrounding current CPS plans to reopen schools, and detail those here. We are mindful of the larger context of the COVID-19 pandemic in our city and community. Citywide, the pandemic continues, and there have been over 200,000 confirmed cases of the virus and over 4,300 deaths. Within our school's zip code alone, the past week saw a test positivity rate of 11.2%, including 217 new cases and 4 more deaths. Particularly, while access to a vaccine is still not widely available and a new more contagious strand has appeared in our city, we are concerned about the possibility of greater community spread that could accompany a resumption of widespread in-person contact within school buildings. We need to be

especially mindful of the potential negative effects for our students--the possibility of harm to loved ones, trauma and grief--that could arise from the choice to reopen on the current CPS timeline. This would further compound trauma and grief experienced by children and their families over the last 9 months due to radical changes to their daily home and school lives.

We are concerned with how current CPS plans to reopen have been developed, and continue to be implemented, with a lack of wide stakeholder input. While CPS administration and an unelected Board of Education press ahead with a plan to reopen, despite a majority of families in both our city and at our school choosing not to opt-in, elected Local School Councils from across the city continue to speak out with concerns and reservations on behalf of their communities.

We agree that remote learning has not worked well for all students, many of our own children included, and understand the value of in-person learning. However, we are concerned that the proposed hybrid approach may actually reduce the effectiveness of remote learning even further by requiring masked teachers to provide instruction in-person and virtually at once. Also troubling is CPS' blanket denial of requests from teachers and support staff who seek accommodations to teach remotely because of health risks due to their roles as caregivers to loved ones, including children. We deeply value the essential work of our teachers and staff, including their ongoing efforts to teach remotely during the pandemic, and we support them in their desire to continue teaching our students in an environment that is safe for all.

Therefore, we strongly urge CPS to pause its current plan and instead engage families and educators in plans to continue improving the quality of remote learning. It is critical to invest in staff, technology, and other necessary supports. We look forward to our full Panther family being back together in person when it truly is safe for everyone.

In Solidarity,
The Local School Council of Portage Park Elementary School

7	Please consider school reconvening in the fall. This way everyone should have been vaccinated. It's imperative that children as well as teachers and staff members are healthy upon their return. Any amount of cleaning without thoroughly using disinfectants and bleach isn't cleaned properly. As much as we try, everyone doesn't clean and disinfect correctly. It isn't fair to have the teachers be on the hook for teaching and cleaning their classrooms, they are not janitorial staff. Thank you for the opportunity to express my concern.
8	On behalf of the Reilly Elementary LSC, I am submitting a resolution passed in a 7-0-1 vote.
9	Please let our teachers choose which teaching method is safest for them. We are close to teachers getting the vaccine. Focus on THAT and not on rushing a reopening.
10	On January 5, 2021, the Local School Council at New Field Elementary convened for an emergency meeting regarding the Chicago Public Schools reopening plans. At this meeting, our LSC passed a resolution to reject the CPS reopening plans. Attached is a letter on behalf of the New Field Local School Council.
11	Dear Mayor Lightfoot, Dr. Jackson, Chief McDade, and the members of the Chicago Board of Education: A majority (74%) of families at Audubon Elementary School have stated their intent to return to in-person learning, as we agree with CPS that in-person learning is best for

students' education and development. While remote learning is less than ideal, our dedicated teachers have mastered new ways of presenting material so that all students can access it and engage while becoming critical thinkers and reflectors during a pandemic. Our students are learning flexible thinking, resiliency, empathy and social emotional skills that no curriculum thus far could account for. Audubon teachers have set norms and high expectations in their virtual classrooms, have excelled at small group instruction, have given regular and timely feedback, and have made personal connections with their students, albeit virtual ones.

We, the Local School Council of Audubon Elementary, are writing this letter to respectfully request a review to ensure that all plan promises are met to safely reopen Chicago Public Schools. Being elected by our community to guide our school and care for its children, we are obligated to act in the best interest of students, teachers, staff, and administrators. CPS has stated that LSCs should monitor that our students receive high-quality instruction, empower our educators, and maintain a safe and supportive learning environment. Having evaluated the current plan, we are left with concern about the execution, which will impact all stakeholders at our local school. The deficiencies in both the plan and its execution need to be addressed by CPS as they cannot be remedied at the local level. We have noted concerns in the following areas:

High quality rigorous instruction

We find that the educational experience being offered in a hybrid model, as currently structured, will do little to enhance the overall learning conditions within our school as instruction time will be reduced for all learners. Moreover, CPS has not been transparent about what in-person learning looks like:

Students may be assigned to different teachers requiring them to rebuild relationships. If enough teachers decide to take an unpaid leave of absence the district has not provided adequate funds to hire substitutes. The lack of substitutes will further degrade our students' learning experiences.

Teachers will be required to work with two groups of students simultaneously: the hybrid and at home students. In this model, neither will receive the attention they deserve, nor will teachers be able to effectively facilitate small group learning, the backbone of best practices at Audubon Elementary.

Due to social distancing guidelines, students may have limited assistance from teachers and other classmates.

Empowered educators

Teachers have expressed that they do not feel supported, nor that their voices are heard by the district. Educators are interested in having the school reopen - they miss our kids, but have concerns:

Educators and students are not being tested frequently enough. Twenty-five percent of the staff population having access to testing once a week is not acceptable; all administrators, teachers and staff should have free and easy access, as frequently as necessary, for the safety of the school.

The district has not notified teachers or principals in a timely manner the status of the accommodations that they requested.

Using the same reopening plan across all CPS schools prevents local principals from creating learning models that work best for their respective communities.

Safety and support

The safety measures that CPS promised for reopening have not been fulfilled. Even

with only our pre-K learners at school, teachers have noted discrepancies between what was promised and what was delivered:

The air filters provided are not adequate in size for the classrooms that they serve. The masks are of such poor quality that they are breaking and/or do not fit teachers and students appropriately.

The promised cleaning supplies have not all been received based on the timeline given. The bathrooms and classrooms have not been cleaned according to the agreed upon schedule, nor has an extra custodian been assigned to the school.

All Audubon families, teachers, and students deserve a safe, rigorous education supported by empowered educators. Our teachers have done an amazing job providing such an education despite all of the challenges of the pandemic. Without addressing the concerns in this letter we are worried they will not continue to be able to do so. However, these concerns cannot be solved by our teachers.

We need CPS to address these concerns to allow us to successfully return to school.

Sincerely,
The Audubon LSC

12 Dear Dr. Jackson,

Based on health concerns related to COVID-19, the Local School Council of Helen C. Peirce School of Elementary Studies urges the Chicago Public Schools leadership and Board of Education to reconsider its plan to return to in-person learning in January, and instead work together with Local School Councils, parent and community organizations, and the Chicago Teachers Union to create a plan that is safe, equitable and instills trust for all parties.

Thank you for your consideration,

Local School Council,
Helen C. Peirce School of International Studies

13 Submitting Hibbard Elementary School's Local School Council Letter regarding the CPS reopening plan. Our kids NEED teachers working remotely and without masks. For young learners and ESL/Dual Language learners it is ESSENTIAL to their learning that they see their teachers' mouths.

14 January 25, 2021

Mayor Lori Lightfoot
121 N. LaSalle St.
Chicago IL 60602

Dr. Janice Jackson
Chicago Public Schools
42 W. Madison St
Chicago IL 60602

The Local School Council for Robert Healy Elementary School joins 100-plus schools in asking that Chicago Public Schools halt re-opening for in-person learning until such time as it can be done safely for students, staff, and the community.

The vast majority of Healy families have chosen to keep their children safe at home and learning remotely at this time. As of January 21, 240 students out of 1332 have chosen to return in person—only 18% of the student body. As of January 23rd, the two zip codes that most Healy students reside in, 60608 and 60616, have COVID-19 positivity rates of 9% and 5%, respectively, and rates have not decreased at all in any of Chicago's zip codes in the last 10 days. Back in August, the initial threshold for remote learning was a positivity rate over 4%. There have been more than 900 COVID-19 cases reported by people inside schools since last March, including 182 positive cases just since January 4 and the tragic deaths of a school clerk and teacher who died from COVID-19.

We believe that the current plan is neither feasible nor equitable. It reflects a sufficient lack of enforceable safety protocols, will hinder students' success and equitable access to direct instructional time, and lacks the sufficient input of the teachers and staff who foster the learning environment. We applaud the efforts made by our administration, custodial staff and engineer, who have worked diligently to make our building safer. However, our staff have expressed real fear over the unclear and unsafe environment of our school buildings.

There are two vaccines currently being administered in Chicago. Educators and all other in-person staff should be offered the vaccine on an opt-in basis prior to the reopening of schools. The new strain of COVID-19 is more contagious and it has been proven that children can in fact spread the disease and schools are demonstrating that they can be superspreader sites and forced to quickly shut down again, causing more educational disruptions.

We are asking that the district listen to the city's teachers, students, parents and communities whose voices are represented by LSCs raising concerns at this time. We further ask that the district resolve to sufficiently collaborate with teachers and other staff, creating safe return plans that are responsible and align to an appropriate timeline.

Please, we urge you to listen to those impacted by the decisions that you are making and not reopen schools for in-person learning at this time.

Sincerely,

Healy Local School Council
Miguel Prieto, Chair
Sally Chen, Parent
Warren Chan, Parent
Sarah Rothschild, Parent
Megan Merrill, Parent
Tyler He, Community Representative
Karen Scumaci, Community Representative
Jean Hickey, Staff Representative
James Macchione, Staff Representative
Ashley Brown, Staff Representative

15 | Bret Harte Elementary LSC passed a resolution to raise our concerns regarding the current reopening plan and to urge CPS to work together with LSCs, parent and community organizations, and CTU to create a plan that is truly safe, equitable and instills trust for all parties. The resolution was sent both electronically and via mail to

CPS CEO Dr. Jackson, members of Board of Education, Mayor Lightfoot, Ald. Hairston, State Senator Peters, State Rep. Tarver, and ISBE Superintendent Dr. Ayala.

16 Urban Prep Academies --- Englewood Campus is committed to all of its students, diverse learners are no exception. From the perspective of a DL teacher, everyone at the school from the administration on down is committed to making sure that we meet the needs of all students, regardless of their ability.

Much of our success is accomplished from making sure that we are always intentional in thinking about DL students in all instances. This appears in the little things, like all department and grade level leads being directed to set aside part of every meeting to talk about issues as they pertain to DL students. It also appears in the bigger things like making sure DL students have laptops to improve accessibility. The focus at UP is not only on the academic needs of the students, but the social-emotional needs, too. This most recent year, we implemented a student "Peace Room" where students may go if they need to cool off or just get out of the classroom setting. Though not exclusively for diverse learners, this accommodation has grown into a mainstay of the school without stigma or reputation. In other words, a seemingly small adjustment that has made a big difference to the students who need it.

Not only are there small and large scale focused on Diverse Learners in the school overall, but all special education teachers here do our jobs the right way. Though the resources are not always there, every teacher will ensure that every IEP is completed to the best of our ability by the time it is due. Our case manager is diligent and organized, making sure that we have the dates of every IEP meeting known at the beginning of the year, so we can plan accordingly. Paraprofessionals and DL teachers work together throughout the year to make sure we have up-to-date and accurate assessment data of hard and soft skills of the students. We use programs like Khan Academy and IXL to give hard data to our progress monitoring. Goals are set from a career perspective; we will never submit an IEP goal without first justifying how it will help the student in their career, education or personal life. Holistic education is definitely a focus. Teacher input as is always valued, and in the rare instances in which teachers don't give feedback on time, they will receive word from not only the case manager, but the principal, to get their forms turned in.

I'm sure a lot of schools can say that they care about the needs of Diverse Learners and want to help them. At Urban Prep, I have seen that sentiment backed up with actions.

17 Here is a letter from parents. Over 200 signatures.

18 Question to CPS: WHY FEBRUARY 1ST?

On November 17th, CPS emailed parents with a "tentative timeline for returning to school based on public health conditions and guidance." That was the first time February 1st was mentioned. Families were asked to decide by December 7th based on the data known at that time about whether to stay remote or choose hybrid.

Since then there have been multiple new developments related to new COVID strains, the availability of vaccines, and the number of positive cases in the schools that opened just a few weeks ago for pre-K and cluster students. With new information there should be new decisions.

CPS released their vaccination schedule for teachers and staff on January 22nd, after being pushed by CTU. This is a great step, and yet again at the same time they reiterated schools must open February 1st. Other school districts like Los Angeles are committed to not starting until teachers are vaccinated. Why does February 1st not sync

with their own plan?

Is it because CPS has contracts with certain vendors for February 1st, and is it a contractual and monetary commitment for you instead of the logical change to align with your own vaccination schedule?

CPS continues to quote studies from 2020 that schools are safe to open. But in an article from January 22nd, again just 5 days ago, Dr. Krause in Denmark said that with the new UK variant coming, "It is going to be like a tsunami, the way you stand on the beach and then suddenly you can see the water retracting. Afterward, you will have the tsunami wave coming in and overwhelming you." That's what's going to happen with these new strains. And CPS wants to line teachers and children up on the beach on February 1st and see what happens.

If we're wrong? If the majority of us remote parents are wrong and everything goes smoothly, that's the best case scenario! But if CPS is wrong... the health ramifications and loss of life will be devastating to Chicago families.

Even with the newly updated plan from CPS released tonight, there is still one thing that has remained unchanged - Every single statement is inexplicably committed to February 1st.

Decisions need to be made based on the most recent and rapidly developing data.

And so my question is - What is the honest justification for why February 1st absolutely must be the date and no other? I have not heard a reason WHY this arbitrary date cannot be adjusted based on new information. Thank you.

19 Belding LSC Members

20 On January 7, 2021, the Local School Council of JN Thorp passed the resolution to delay the school opening. We have a high COVID rate in our zip code.

21 As a CPS parent of diverse learners (PreK-4 and 3rd grade), I am in full support of the CTU and all Chicago educators, as they are often the de-facto advocate for students, along with other student advocacy groups like Raise Your Hand. I'm not here to provide my opinion regarding whether or not schools should be open. But, I AM HERE to beg and plead that CPS leadership give remote learners the same time, effort, and priority that has been given to their in-school counterparts.

I wish more time and attention had been focused on improving remote learning rather than making a half-baked plan to return to school buildings prior to a vaccine being widely available. Now, my children are stuck with this horrible simultaneous instruction model. My 3rd grader will be fine, she's in a gifted program with a 504 plan and is thriving with remote learning ...but my PreK daughter will have life-long impacts. Let me explain.

There is a vast body of research regarding language development during the birth-5 years and the importance of language reception (I don't have to tell you this, I'm sure you are aware). But, my Prek daughter is unilaterally deaf and struggles each day to hear her teacher, and is further impacted by not being able to SEE her teacher's facial expressions or lip movements because now her teacher has to wear a mask. This is damaging to my child's development. When all students were remote, my Prek daughter was thriving and very engaged, but now simultaneous instruction has completely pulled the rug out from under her. There is too much background noise from students in the classroom, in addition to her teacher's voice being muffled from the mask. My daughter also has 45mpw with a Deaf HOH Teacher, and now that she has been forced to return to the building my daughter cannot hear her because the DHOH teacher is wearing a mask plus a face shield. Her IEP team and audiologist are at a loss and we've exhausted all of the available accommodations to help her access the

curriculum. Why can't she work from the safety and comfort of her home, if she so chooses? Then, my daughter would be able to hear her and see her lips. Deaf and hard of hearing children, especially the most vulnerable Prek age, are being left in the dust.

There will likely not be a vaccine for younger children until 2022, so we are remote learners for the long-haul. Unfortunately, failure for CPS to improve remote learning is going to result in us leaving the City of Chicago in favor of a more equitable school district.

22 As of 6:40PM on Wed, Jan 27, we've collected 121 letters or resolutions written and passed by LSCs from across the city. You can find all the LSC letters/resolutions re: CPS reopening amid COVID-19 (and we will continue to add them as they become available) here:
https://drive.google.com/drive/folders/1fT5N5kgqug7Q65jmy4ktkl6TlyEbby_D?usp=sharing

The LSC letters/resolutions are very nuanced and cite both general and very specific concerns about the CPS reopening plan as it pertains to their individual school. Everyone wants to get back into school facilities but everyone wants to get this right. Schools want to be able to provide, with safety and fidelity, quality education for both in person students and remote students. Again and again, LSCs explain their concerns and list specific supports they need from the district.

All LSC letters/resolutions demand that CPS engage with LSCs and entire school communities (parents, students, educators, principals, custodians, building engineers, lunchroom staff, community members) to create plans that keep everyone safe and that maintain quality education for every student.

Please consider authentic engagement with LSCs and parents as well as all school stakeholders. We are your partners.

23 As a relatively new CPS parent, I am sorely disappointed with the Board's actions since the start of the pandemic. Forcing parents to choose remote or in-person learning without providing ANY information about what those options would look like was absurd. The idea of sending my daughter to school so she can look at a screen all day defeats the purpose of in-person learning. No wonder so few parents are willing to send their kids back. It is the minority, disproportionately white, who have chosen in person learning. Why force all teachers to return? The CTU request, to allow teachers who are less at risk to return makes sense. Let the rest continue remote learning. Most importantly, INVEST IN IMPROVING REMOTE LEARNING, since that is what a majority of families want! Provide in person learning, staffed by teachers who volunteer, to those who really need the in person option. The fact that CPS has gone ahead with the return despite so much opposition from parents, teachers, principals and aldermen, shows you're not accountable to the public. We need an elected school board now more than ever.

24 I am a CPS graduate, parent, and LSC member. Please see the attached resolution passed by the Goudy Technology Academy Local School Council urging CPS to delay reopening. Only 22% of students at our school have opted for hybrid, and that number is decreasing by the day. We are opting to remain in remote learning, as my child is a diverse learner who's accommodations cannot be safely met in person under CDC guidelines. I am deeply concerned about my child and the overwhelming majority of students who will be doing remote learning only and are being totally left out of the

	<p>conversation. Our area has been ravaged by the pandemic, and schools reopening will only make that worse. Another school in our area opening for pre-k and cluster students and was forced to close after having COVID-19 cases on the second day of school. The district make lots of promises and commitments, but the reality on the ground is vastly different, especially in lower income schools where we cannot afford to supplement with "Friends Of" fundraising. Our teachers are terrified, our students are being forced to change teachers, and we were just told our students will only get two of their seven enrichment classes during hybrid because of staffing concerns. We are a school with predominantly low-income students of color, exactly the type of school the district is saying will benefit from reopening. However, this plan is not feasible and was crafted without any parent input so instead it's HARMING US. As the Board, I would urge you to stand with the majority of CPS families and call for a delay to school reopening! Thank you.</p>
25	<p>I am a CPS parent and our LSC has already sent a letter to Board members, Mayor Lightfoot, and CPS leadership asking to delay in-person reopening. Recently, I have seen the phased rollout plan proposed by the Chicago Principals and Administrators Association. A phased rollout plan like this offers CPS a pathway to start reopening a manageable number of schools that are ready to do so, learn from the process, and gain buy-in from families and staff while vaccinations become available. I urge you to implement a phased approach like this one. The current systemwide reopening plan is not practical and is breaking the backs of administrators, among myriad other problems. Thank you.</p>
26	<p>CPS has been given an opportunity to stand in solidarity with teachers for months to validate that, yes, teachers have been working hard remotely. CPS comes off as digging their heels in to get what they want right now, particularly when teachers can now be vaccinated. Has CPS instead invested energy into considering summer school? We know that it is not safe to return at this moment under present conditions. As a former CPS teacher, my classroom was a closet in a library for 2 years. There would have been no way to ventilate at all. Also, with the new covid strains that are directly proven to impact children at a higher rate, what is CPS doing about this?</p>
27	<p>I'm appalled by CPS's decisions in regards to school reopenings, and their shameful punitive actions against teachers and staff who are fighting for their own well being, as well as that of their students. For an educational institution, CPS has shown a remarkable inability to understand the basic science behind the transmission of the coronavirus. Otherwise, they would realize that the plan to reopen schools for in-person education is cruel and dangerous. I'm calling for CPS to end all punitive actions against teachers who are refusing to report to in-person learning, compensate all teachers and staff whose pay has been withheld, and indefinitely postpone the return to in-person learning until a plan that is approved by teachers, staff, and medical professionals can be developed.</p>
28	<p>I oppose CPS' unsafe plan to reopen schools and its decision to lock out teachers who oppose these plans. We should be reopening schools until there is widespread vaccination, or at the very least, significant funding and staffing in an effort to keep schools clean and students distanced.</p>
29	<p>United Northwest Side stands in solidarity with educators and families in their ongoing efforts to ensure that Chicago Public Schools' plans to reopen schools during an ongoing pandemic are safe for not only students and staff in school buildings, but the wider community as well.</p> <p>We are thankful for the long track record of the Chicago Teachers Union in fighting for both the rights of its own members, and for greater equity and justice for students and</p>

families across the district. In 2019, it was CTU that fought for increased funding, staffing, and service levels at the public schools that our community depends on. In all ongoing plans for the reopening of Chicago Public Schools, we demand that CPS engage meaningfully and in good faith with the expressed health and safety concerns of CTU and its members.

We observe with great concern the perfunctory manner in which health-related accommodation requests from CPS educators, especially those who are responsible for the care of others outside of school, have been met, and dismissed, by CPS administration. Entire classes of accommodation requests--including those for caregivers of vulnerable family members, and those responsible for the care of their own children--have been among those deemed illegitimate by CPS. We strongly reject efforts to deny teachers and staff pay and access to their classrooms if they refuse to work in an environment that is unsafe, choosing to teach remotely instead.

We also support those educators who choose to teach remotely out of solidarity for their colleagues whose concerns have gone unheard by CPS administration. We value the challenging work that our educators continue to do to teach our children during a pandemic, and reject the notion that they should have to choose between their livelihoods and the health and safety of themselves and their families--a choice that current CPS policy is forcing them to make.

We think it is very significant that the vast majority of CPS families have chosen to learn remotely from home, despite the district's push for in-person learning. In the first round of reopening, 81% of families chose not to send their students into school buildings, including hundreds of families who kept their students home after previously opting for in-person instruction. Given this context, we urge CPS to work to improve the quality and accessibility of remote learning until it is safe to return to in-person school, and to provide additional resources to each school to support in-person learning when it safely resumes.

Finally, we demand more democracy and community input in decisions around public education in our city. The current unsafe CPS reopening plan takes place in the context of a lack of meaningful democratic decision-making at the district level, including by Mayor Lightfoot's hand-picked Board of Education. We believe that more democracy and input from stakeholders would have resulted in a plan for reopening with widespread community support. Accordingly, we call on Mayor Lightfoot and state lawmakers to stop standing in the way of meaningful reform and finally support legislation that will bring an Elected Representative School Board (ERSB) to our city.

In solidarity,

United Northwest Side General Membership
1/26/21

30 Chicago Board of Education 1-25-21

Dear Board Members,

I am writing this to you as a member of the Sustainable Community Schools (SCS) Task Force (TF), of which I have been a member since the initiation of the contract between CPS and the Chicago Teachers Union in 2016. As you no doubt know, the SCS

initiative (20 schools and associated “lead partner agencies”) is a joint initiative of CTU and CPS, guided by a mutually agreed upon set of principles and pillars. These principles and pillars contain agreements as to how the TF will function that include a principle of “Shared Leadership and Collaboration” and a pillar of “Transformational, distributed, collaborative leadership.” These, together, are meant to structure how the initiative as a whole, and the TF in particular, work together.

Evaluation of the SCS initiative is an important part of our work. To that end, there is an evaluation subcommittee of the TF which has been working for some years to define appropriate ways to assess the growth and evolution of the initiative, mindful that many parts of SCS are new and/or somewhat different, evaluation is not a short-term simple process, and both qualitative and quantitative assessments are important. The TF has been working with a unit within the University of Wisconsin-Milwaukee to provide the evaluation (a signed contract exists), and plans have been ongoing, developing, and agreed upon by the TF.

However, we learned recently that despite the principle and pillar of transparency and collaboration, CPS moved forward with an additional “impact evaluation” about which those of us on the CTU side of the TF knew absolutely nothing. CPS never consulted with us, never raised it at our monthly TF meeting, never mentioned it in the evaluation subcommittee. We on the CTU side of the TF were totally taken aback. Now we have learned that the district already has a contract signed which needs Board approval at the January 27, 2021 meeting—proposing to spent at least an additional \$209,000, while at the same time, we continue to work, in good faith, with UW-Milwaukee, totally unaware of alternate plans. The Board needs to be clear that we on the CTU side of the TF have never had the opportunity to discuss this “impact evaluation” with the district. In other words, it is a total violation of any working agreements and the principles and pillars on which this whole initiative is based.

I ask that the Board vote NO on the proposed contract for the “impact evaluation” because it has not been discussed, vetted, and agreed upon by the SCS TF as a whole, nor has the district informed the schools and their SCS Leadership Teams of this additional “impact evaluation” or provided them with any information about which they would be evaluated. From an educational standpoint, it is as if one wanted to assess students who had no idea about what they would be tested—that is educationally indefensible. At the very minimum, the Board should postpone its vote for a period of time sufficient for the TF to have real, transparent, open discussion about this process, and for the TF to decide whether to move forward—not just the district—before the Board agrees upon a contract and begins to disburse public funds in a disastrous economic period.

The SCS initiative has, we believe, the potential to address many inequities within CPS and can be a model of engaged community involvement to transform public education. Especially in the time of the COVID pandemic, SCS schools have supported their communities (all underserved, economically disadvantaged Black and Brown neighborhoods) through deep relationships, mutual support, restorative/transformational practices, and more. But the district cannot operate behind the backs of those trying to do this work. To say that we are upset by this is an understatement. We strongly urge the Board to do what is principled in this matter.

Sincerely,

Dr. Eric "Rico" Gutstein, PhD
SCS Task Force Member
Professor, Curriculum & Instruction Department
University of Illinois at Chicago
Co-Director, Mathematics and Science Education Doctoral Program

Co-Signer Organizations:

Action Now
Action Now Institute
Black Lives Matter Chicago
Brighton Park Neighborhood Council
Chicago Alliance Against Racist and Political Repression
Cook County College Teachers Union
Enlace Chicago
Grassroots Collaborative
Kenwood Oakland Community Organization
Logan Square Neighborhood Association
Northside Action 4 Justice
Parents 4 Teachers
Raise Your Hand
Southwest Organizing Project
Teachers for Social Justice
United Working Families

31 | See attached.

ATTACHMENTS

**AUTHORIZE A NEW AGREEMENT WITH AMERICAN INSTITUTES FOR RESEARCH IN THE
BEHAVIORAL SCIENCES FOR EVALUATION SERVICES TO SUPPORT THE SUSTAINABLE
COMMUNITY SCHOOLS (SCS)**

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Authorize a new agreement with American Institutes for Research in the Behavioral Sciences to provide Evaluation Services to Support the Sustainable Community Schools (SCS) to Office of Student Support and Engagement at an estimated annual cost set forth in the Compensation Section of this report. Vendor was selected on a competitive basis pursuant to Board Rule 7-3. A written agreement for Vendor's services is currently being negotiated. No services shall be provided by Vendor and no payment shall be made to Vendor prior to the execution of their written agreement. The authority granted herein shall automatically rescind in the event a written agreement is not executed within 90 days of the date of this Board Report. Information pertinent to this agreement is stated below.

Specification Number : 20-1208-Cpor-7631

Contract Administrator : Gonzalez, Ms. Cristina / 773-553-2280

VENDOR:

- 1) Vendor # 68697
American Institutes for Research in the
Behavioral Sciences
1000 THOMAS JEFFERSON STREET., NW
WASHINGTON, DC 20007

Neil Naftzger
202 403-5086

Ownership: Not-For-Profit

USER INFORMATION :

Project
Manager: 11371 - Student Support and Engagement

42 West Madison Street

Chicago, IL 60602

Berg, Ms. Autumn L.

773-553-3138

PM Contact:

10870 - College and Career Success Office

42 West Madison Street

Chicago, IL 60602

Deuser, Mr. Michael K.

773-535-3903

TERM:

The term of this agreement shall commence on February 1, 2021 and shall end June 30, 2022. This agreement shall have one (1) option to renew for a period of one (1) year.

EARLY TERMINATION RIGHT:

The Board shall have the right to terminate this agreement with 30 days written notice.

SCOPE OF SERVICES:

The multi year analysis will focus on evaluating the impact of the SCS Pillars and Principles in the 20 school cohort. To assess what impact SCS has on students and families who participate in SCS programs, Vendor will use a comparative interrupted time series (CITS) study design (Bloom, 2003; Shadish et al., 2002). The CITS design is one of the most rigorous methods for establishing program impact when an experimental study is not possible. The research design uses the pre-intervention trend line of an outcome variable (e.g., 5Essential survey scores) as a comparison for the outcome measurements obtained after the intervention is implemented. Changes in the overall level of the outcome (intercept change) or its slope over time, following the intervention, will provide evidence about whether the SCS initiative is having an impact on key school outcomes. Vendor will also examine the extent to which the activities and services funded through the SCS initiative align with the key components of the SCS logic model.

DELIVERABLES:

Vendor will deliver various analyses, plans, findings and reports.

OUTCOMES:

Vendor will develop several forms of reporting activities, including ongoing monthly calls and quarterly taskforce meetings

Annual Reports. Results from each year of the evaluation will be summarized in annual reports that present a broader perspective on the evaluation. For example, the Year 1 report will describe the program and its potential impact relating to academic and behavioral outcomes, and the Year 2 report will describe the implementation of the program and any emerging best practices from the high-implementation schools. In addition, the evaluation team will share any recommendations for improvement relating to implementation fidelity or initiative outcomes.

Presentation of Findings. At the end of Year 2, Vendor will provide an in-person presentation of findings, including a set of field-friendly materials for broader dissemination within CPS. Vendor will work with the taskforce and evaluation subcommittee to make determinations on the types of materials that would be most useful, but these may include a field-friendly brief describing the evaluation approach, findings, and any initiative recommendations; a public-facing slide deck summarizing evaluation approach and findings; and executive summaries for the Year 1 and Year 2 reports.

COMPENSATION:

Vendor shall be paid as follows:

Estimated annual costs for the term are set forth below:

\$209,391 FY22

REIMBURSABLE EXPENSES:

None.

AUTHORIZATION:

Authorize the General Counsel to include other relevant terms and conditions in the written agreement. Authorize the President and Secretary to execute the agreement. Authorize the Chief Officer of College and Career Success to execute all ancillary documents required to administer or effectuate this agreement.

AFFIRMATIVE ACTION:

Pursuant to the Remedial Program for Minority and Women-Owned Business Enterprise Participation in Good and Services contracts, (M/WBE Program), this contract is exempt as this agreement is for a Not-for-Profit organization.

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Fund 115, Student Support and Engagement, Unit 11371

\$209,391, FY22

Not to exceed \$209,391 for the term.

Future year funding is contingent upon budget appropriation and approval.

CFDA#:

Not Applicable

GENERAL CONDITIONS:

Inspector General - Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Chicago Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3 which restricts the employment of, or the letting of contracts to, former Board members during the one year period following expiration or other termination of their terms of office.

Indebtedness - The Board's Indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics - The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the agreement.

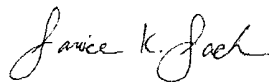
Contingent Liability - The agreement shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

Approved for Consideration:




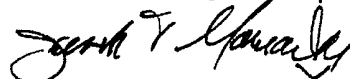
JONATHAN MAPLES
Chief Procurement Officer

Approved:



JANICE K. JACKSON
Chief Executive Officer

Approved as to Legal Form: 



JOSEPH T. MORIARTY
General Counsel

3650 W. School
Chicago Il. 60618

To Chicago Public Schools,

We are the Local School Council of Frank W. Reilly Elementary. We are a neighborhood school in the heart of Avondale. We are parents, community members, and staff elected by the community to guide our school and care for its children.

Reilly serves families living in zip codes with some of the highest rates of community spread of COVID-19. To date, 1 in 15 of the residents are confirmed to have had COVID-19, and has had a higher death rate than the City-wide death rate. Our school population is 95% Hispanic, 88% low income, and is representative of how LatinX communities have been disproportionately affected. Many of our families live in multi-generational households with limited space. A return to school will contribute to people getting sick. No staff, student, or parent should experience additional trauma of infecting their loved ones given that several of our families have already suffered losses.

Our school has come together for the last nine months to build a robust remote learning experience. Our teachers and staff have worked hard to adapt curriculum and support families in multi-faceted ways throughout this pandemic. Although we would like to return to school and a sense of normalcy, we know that returning to the building at this time will be far from the school experience pre-pandemic. Simultaneously teaching in person and remotely, while masked and socially distanced, will result in a less effective learning environment for all. More than 80% of our families have opted to continue remotely while less than 20% of our families have opted for in person learning. We believe students excel in a consistent environment and the current CPS reopening plan will disrupt the consistency staff and families have worked 9 months to establish.

The plan and CPS' approach to its implementation has been woefully inadequate.

- CPS has not been transparent about what in-person learning means for students.
 - Under the hybrid model, instruction time will be reduced for all learners.
 - Students may be assigned to different teachers based on staffing.
 - Students' ability to move their desks or classrooms will be strictly limited, and they will need to stay in the same room or area all day. This is a particular challenge for the youngest students and diverse learners.
 - Staff will instruct with masks on, even to those students who are learning remotely. Covering the lower half of the face reduces the student's ability to communicate, interpret, and mimic an expression.
 - Work will continue to be submitted via Google Classroom.
 - Students who are in person will still be on the computer for all subjects.
 - Students learning in person will be expected to bring chromebooks to and from school each day.
 - Due to social distancing guidelines, students will have limited assistance from teachers and other classmates.
 - CPS POD guidelines do not consider the square footage of a classroom and the number of staff teaching in the same space.
 - Clinicians will not be limited to one POD, they will be exposed to more than one school, and have not been guaranteed consistent and safe space to work and provide student services.
- CPS has not committed to providing each school with the resources needed for simultaneous instruction to be effective and to keep materials and students safe.
- We believe air purifiers that have been delivered are inadequate for the square footage of a typical school classroom.
- Insufficient time and information has been provided to ensure that staff and teachers are prepared, and that students can learn in a safe environment.

The CDC's director and President Biden warned that we are currently in the most difficult time in the public health history of our country. This time is being made even more difficult with the appearance of the new, more infectious variant of Covid-19 in Chicago. Instead of CPS choosing arbitrary dates for schools to reopen, we urge CPS to use a health metric for each community. With the rollout of vaccines underway we are closer to a safer reopening. We cannot reopen this way now, when it is more dangerous than ever, and when we are so close to the end.

Together, we will work to support all of our families until it is safe for us to gather again in person. Together, we reject the current CPS reopening plan which is not in the best interest of the Reilly community.

Sincerely, The Frank W.Reilly Elementary Local School Council

3650 W. School

Chicago Il. 60618

To Chicago Public Schools,

Somos el Concilio Local de la escuela Frank W. Reilly. Somos una escuela en el vecindario de Avondale. Somos padres, miembros de la comunidad y miembros elegidos por la comunidad para guiar nuestra escuela y cuidar a sus niños. Reilly atiende a familias que viven en códigos postales con algunas de las métricas más altas de propagación comunitaria de COVID-19. Hasta la fecha, se confirmó que 1/15 de los residentes han sido diagnosticados con COVID-19, y han sufrido mortalidad más alta que la métrica de mortalidad en toda la ciudad. Nuestra población escolar es 95% hispana, 88% de bajos ingresos y es representativa de cómo las comunidades LatinX se han visto afectadas de manera desproporcionada. Muchas de nuestras familias viven en hogares multigeneracionales con espacio limitado. El regreso a la escuela contribuirá a que la gente se enferme. Ningún personal, estudiante o padre debería experimentar un trauma adicional de infectar a sus seres queridos, dado que varias de nuestras familias ya han sufrido la muerte de seres queridos. Nuestra escuela se ha unido durante los últimos nueve meses para construir una sólida experiencia de aprendizaje remoto. Nuestros maestros y personal han trabajado arduamente para adaptar el plan de estudios y apoyar a las familias de maneras multifacéticas durante esta pandemia. Aunque nos gustaría regresar a la escuela y tener un sentido de normalidad, sabemos que regresar al edificio en este momento estará lejos de la experiencia escolar pre pandémica. La enseñanza simultánea en persona y de forma remota, aunque enmascarada y socialmente distanciada, resultará en un entorno de aprendizaje menos eficaz para todos. Más del 80% de nuestras familias han optado por continuar de forma remota mientras que menos del 20% de nuestras familias han optado por el aprendizaje en persona. Creemos que los estudiantes sobresalen en un ambiente constante y el plan actual de reapertura de CPS interrumpirá la consistencia que el personal y las familias han trabajado 9 meses para establecer. El plan y el enfoque de CPS para su implementación ha sido lamentablemente inadecuado.

- CPS no ha sido transparente sobre lo que significa el aprendizaje en persona para los estudiantes.
 - Bajo el modelo híbrido, el tiempo de instrucción se reducirá para todos los estudiantes.
 - Los estudiantes pueden ser asignados a diferentes maestros según el personal.
 - La capacidad de los estudiantes para mover sus escritorios o aulas estará estrictamente limitada y deberán permanecer en la misma habitación o área todo el día. Este es un desafío particular para los estudiantes más jóvenes y los estudiantes diversos.
 - El personal instruirá con máscaras puestas, incluso a aquellos estudiantes que estén aprendiendo de forma remota. Cubrir la mitad inferior de la cara reduce la capacidad del estudiante para comunicarse, interpretar e imitar una expresión.
 - El trabajo asignado continuará a través de Google Classroom.
 - Los estudiantes que están en persona seguirán usando la computadora para todos los sujetos.
 - Se espera que los estudiantes que aprenden en persona traigan Chromebooks a la escuela y de regreso a la escuela todos los días.
 - Debido a la guía de distanciamiento social, los estudiantes tendrán ayuda limitada de los maestros, asistentes, clínicas, y otros compañeros de clase.
 - La guía de CPS POD no considera los pies cuadrados de una aula y la cantidad de personal que enseña en el mismo espacio.
 - Las clínicas no se limitarán a un POD, estarán expuestos a más de una escuela y no se les garantizará un espacio seguro y constante para trabajar y brindar servicios a los estudiantes.
- CPS no se ha comprometido a proporcionar a cada escuela los recursos necesarios para que la instrucción simultánea sea eficaz y para mantener seguros los materiales y los estudiantes.
- Creemos que los purificadores de aire que se han entregado son inadecuados para los pies cuadrados de un aula típica.
- Se ha proporcionado tiempo e información insuficientes para garantizar que el personal y los maestros estén preparados y que los estudiantes puedan aprender en un entorno seguro.

El director de los CDC y el Presidente Biden, advirtió que actualmente nos encontramos en el momento más difícil en la historia de la salud pública de nuestro país. Esta vez se hace aún más difícil con la aparición de la nueva variación más infecciosa de Covid en Chicago. En lugar de que CPS elija fechas arbitrarias para que las escuelas vuelvan a abrir, instamos a CPS a utilizar una métrica de salud para cada comunidad. Con el lanzamiento de vacunas en marcha, estamos más cerca de una reapertura más segura. No podemos reabrir de esta manera ahora, cuando es más peligroso que nunca y estamos tan cerca al final. Juntos, trabajaremos para apoyar a todas nuestras familias hasta que sea seguro para nosotros reunimos nuevamente en persona. Juntos, rechazamos el plan de reapertura actual de CPS que no es lo mejor para la comunidad de Reilly.

Atentamente, El Consejo Escolar Local de la Primaria Frank .W. Reilly

January 13, 2021

To Chicago Public Schools, Chicago Board of Education Members, & Mayor Lori Lightfoot,

We are the Parent Advisory Council of Pilsen Community Academy. Our Pilsen families live in some of the highest positivity rate neighborhoods in the city. Our school community consists of 86.4% Latino, 12.5% African American, 0.8% White, and 0.4% Asian. COVID-19 is disproportionately affecting our Black and Brown communities. According to the CDC our Latino & African American families are 2.8 times more likely to die from the Coronavirus than Non-Hispanic Whites. Also per the CDC, Latinos are 4.1 times and African Americans are 3.7 times more likely to be hospitalized for COVID-19.

As of today the Illinois Department of Public Health has reported 17,840 COVID-19 deaths in our state and 4,383 of those COVID-19 deaths were in Cook county. This collected data is not merely numbers, they represent our family members, close friends, and members of our community. A mother of our Pilsen Panda family was just laid to rest on Monday after succumbing to COVID-19 leaving behind four of our Pilsen Pandas. The week before that another of our Pilsen Pandas buried their grandfather after he passed from COVID-19 as well. Returning to in person learning will result in an increased risk of more members of our Pilsen Panda family getting infected and put at an increased risk of death. Schools have been well-known spreaders of disease every year prior to this pandemic, with stomach flu, bedbugs, head lice and other diseases easily spreading in crowded and often poorly ventilated school buildings. Our school communities include many multi-generational households and therefore students who contract COVID-19 at school and infect a parent or grandparent at home may suffer trauma and grief that could affect them for life. The vaccines for COVID-19 are in the beginning stages; our communities are not yet vaccinated nor is there currently a vaccine approved to protect our children to date.

The Pilsen PAC believes the current reopening plan presented by CPS will place an increased risk to students and staff members. Only 29% of students at Pilsen Academy have chosen in person learning, yet all staff members are required to report to the building. We strongly disagree and are disheartened by CPS's escalating threats to our teachers and staff. We need to be united during this pandemic not creating further divides with forcing teachers and staff to make life and death decisions. We can already see from CPS and the Chicago Mayor Office's social media accounts images of masks not being worn properly, and a lack of social distancing of six feet.

This global pandemic has hurt everyone in one way or another, but over the past nine months our learning community, the students, parents, administrators, and teachers have worked together to make online learning a reality. In spite of all the technology barriers we have made it work. In the spirit of community and the dedication that we have for our community and its children: **Be it therefore resolved that the Parent Advisory Council of Pilsen Community Academy urges the Chicago Public Schools leadership and the Board of Education to:**

- **Bargain in good faith with the teachers and their representatives of the Chicago Teachers Union.**
- **Bargain in good faith with the paraprofessionals, other staff and their representatives of the Service Employees International Union.**
- **CPS Daily Health Screener:** Translate the Mandatory Health Screener to include at least a fully Spanish, Chinese (Simplified), Mandarin and Cantonese Version.
- **Personal Protective Equipment:** Ensure PPE is in adequate supply in every school, that every staff member has a way to request additional/needed PPE in the building and create an accountability system to ensure that schools are NEVER under a set threshold of PPE.
- **PPE Funding:** Provide schools additional funds to purchase additional needed PPE for their staff and students; ensuring that there are vendors available to meet the requests. Additional PPE should be based on the individual school needs.
- **Cleaning/Sanitation Protocols:** Ensure there is transparency with the cleaning/sanitizing protocols and expectation for schools and classrooms that is evidenced based and put into user friendly language.
- **COVID-19 Protocol/Communication:** Develop a clear, specific, transparent, and accountable system to handle a rapid COVID response protocol for any and all positive/suspected cases. This protocol must include situations where it is known that someone (Staff/Student) might be positive but refuses to self report.
- **Safe Schools Training:** Expand Health-related required training to all school-based staff and provide additional time during the school day to complete all mandatory Safe School training that relate to COVID, PPE, Cleaning and Sanitation of classroom items, Bloodborne Pathogens, Chronic Conditions, ext.
- **No Repercussions** for teachers that are fighting for a clear and more open process to reopen schools

The current conditions do not permit a safe return to in-person learning, we urge the district to work with parents and teachers on continuing to improve the quality of remote learning and make the needed investments in technology, staffing, and other supports to make the best of an exceedingly difficult situation while keeping students, educators, and our community safe.

Enero 13, 2021

A Chicago Public Schools, Chicago Board of Education Members, & Mayor Lori Lightfoot,

Somos el Consejo de Padres de Pilsen Community Academy. Nuestras familias de Pilsen viven en uno de los vecindarios con el índice de positividad más alto de la ciudad. Nuestra comunidad escolar consiste de una población 86.4% Latina, 12.5% Afroamericana, 0.8% Blanca, y 0.4% Asiática. COVID-19 ha afectado a nuestras comunidades étnicamente diversas de una manera desproporcionada. Según el CDC, las familias Latinas y Afroamericanas son 2.8 veces más susceptibles a morir del Coronavirus que las familias Blancas No-Hispanas. La información de la CDC también dice que la probabilidad de hospitalización por el Coronavirus es 4.1 veces más común para los Latinos, y 3.7 veces más común para los Afroamericanos.

Hasta hoy, el Departamento de Salud Pública de Illinois ha reportado 17,890 muertes de COVID-19 en nuestro estado, y 4,383 de esas muertes sucedieron en el Condado Cook. Esta información no son solo números, sino que representan nuestros familiares, amigos cercanos, y miembros de nuestra comunidad. Los restos de una madre de nuestra familia Pilsen Panda fueron recientemente enterrados tras sucumbir a su batalla contra el COVID-19, dejando atrás 4 estudiantes de nuestra escuela. La semana anterior, otro miembro de nuestra comunidad enterró a su abuelo tras fallecer por COVID-19 también. El retorno al aprendizaje presencial resultará en un riesgo incrementado de infección o muerte para nuestra Familia Panda. Es conocimiento común que las escuelas han sido un vector de enfermedades todos los años antes de la pandemia: incluyendo piojos, virus estomacales, y aún chinches siendo transmitidos en nuestras sobrepobladas y ocasionalmente mal-ventiladas escuelas. Nuestra comunidad escolar incluye muchas casas multi-generacionales y por lo tanto, los estudiantes que contraen COVID-19 en la escuela y lo transmiten a un padre o abuelo sufrirán trauma y duelo que les podría afectar de por vida. Las vacunas contra el COVID-19 están en las primeras fases; nuestras comunidades aún no han sido vacunadas, ni tampoco se ha creado una vacuna para proteger a nuestros hijos.

El PAC de Pilsen cree que el plan de reapertura presentado por CPS creará un riesgo incrementado para los estudiantes y el personal de la escuela. Solo 29% de los estudiantes de Pilsen Academy han elegido el aprendizaje presencial, pero se le ha demandado a todo el personal que se presente en persona. Estamos en completo desacuerdo y decepcionados con las grandes amenazas que CPS ha dirigido a los maestros y el personal de nuestra escuela. Debemos estar unidos durante esta pandemia y no crear mayor división al obligar a los maestros y personal a tomar decisiones de vida o muerte. Ya podemos notar que las redes sociales de CPS y la Oficina de la Alcalde de Chicago incluyen imágenes de tapabocas no usados correctamente, y la ausencia del distanciamiento social.

Esta pandemia global ha herido a todos de una manera u otra, pero en los últimos nueve meses nuestra comunidad escolar, los estudiantes, padres, administradores, y maestros han trabajado juntos para que el aprendizaje virtual sea una realidad. A pesar de los obstáculos tecnológicos hemos logrado que funcione. En el espíritu de comunidad y la dedicación que

tenemos para la misma y sus hijos: **Que sea consecuentemente resuelto que el Consejo de Padres de Pilsen Academy le urge al liderazgo de Chicago Public Schools y la Junta de Educación que:**

- **Negocien de buena fe con los maestros y representantes de la Unión de Maestros de Chicago (CTU).**
- **Negocien de buena fe con los paraprofesionales, otro personal, y sus representantes de la Unión Internacional de Empleados de Servicio (SEIU).**
- **Cuestionario Diario de Salud de CPS:** Traduzcan el cuestionario mandatorio para incluir versiones al menos en Español, Chino (Simplificado), Mandarín y Cantonés.
- **Equipo de Protección Personal:** Asegurarse de tener suficientes recursos en cada escuela para que todo el personal tenga acceso a solicitar EPP adicional en el edificio, y crear un sistema de responsabilidad para asegurarnos que ninguna escuela NUNCA le falte equipo de protección personal.
- **Recursos para Equipo de Protección Personal:** Provea a las escuelas recursos adicionales para comprar más EPP para el personal y los estudiantes; y asegurarse de tener
- **Protocolos de Limpieza y Sanitización:** Se asegure de proveer transparencia con los protocolos de limpieza y sanitización de las escuelas y aulas que sea basado en evidencia científica y expresado en lenguaje simple y entendible.
- **Protocolo y Comunicación sobre el COVID-19:** Desarrollen un sistema claro, específico, transparente y responsable para manejar rápidamente un protocolo de respuesta para todos los casos, confirmados o no. El protocolo debe incluir respuestas a situaciones donde se conoce que alguien (sea personal o estudiantes) haya sido expuesto al COVID-19 pero se rehúsa a reportarse.
- **Entrenamiento “Safe Schools”:** Expandan el entrenamiento de salud requerido por el personal escolar, y provea tiempo adicional durante el día escolar para completar todos los entrenamientos mandatorios relacionados con el COVID, EPP, limpieza y sanitización de objetos en el aula, Patógenos Transmitidos por Sangre, Condiciones Crónicas, etc.
- **NO** dar repercusiones a los maestros que están demandando un proceso de reapertura con transparencia.

Las condiciones actuales no permiten un retorno seguro al aprendizaje presencial. Le instamos al distrito que colabore con padres y maestros para seguir mejorando la calidad del aprendizaje virtual. También instamos a que hagan las inversiones de lugar para contratar personal, obtener tecnología, y proveer otros mecanismos de apoyo para encontrar una manera de hacer lo mejor de una situación increíblemente difícil, mientras mantenemos a estudiantes, maestros, y la comunidad seguros.

January 6, 2021

Dear Mayor Lightfoot, Dr. Jackson, Chief McDade, and the members of the Chicago Board of Education:

As the elected representatives of our school community, LSCs have remained an important vehicle for participatory democracy; allowing not only educators, but also parents the opportunity to make important decisions regarding their children's education. Our priority is always the safety and well-being of our community- our students, staff, and their families- while ensuring an equitable education for all students. It is for this reason that we as a Local School Council reject the current CPS reopening plan.

The plan rolled out by Chicago Public Schools for in-person learning does not adequately provide the safety measures necessary to keep every person in our school building safe. The current CPS reopening plan has made commitments and promises to parents and staff as part of the safety-measures and mitigation strategies that are not being followed through. For example, CPS promised an in-depth air quality assessment which included a "multi-stage ventilation and air quality assessments on every room to ensure buildings are properly ventilated". However, only 20% of all classrooms and offices were surveyed at New Field according to the report. In addition, even though CPS promised to do so months ago, they have not completed full installation of safety equipment nor provided additional staff. As reported at our school's town hall on Wednesday, January 6, 2021, New Field has not been provided additional custodial staff to aid in the new cleaning and disinfecting protocols and we have not received enough HEPA air purifiers for each classroom. Moreover, the reopening plan as presented by CPS falls woefully short of meeting the academic, socioemotional, and health needs of our students.

The current timeline to return to in-person learning is not reasonable given the fact that the Covid 19 positivity and death rates in Chicago are higher now than they were when schools closed in the first place. It fails to acknowledge that in our diverse school community, many of our students live in multi-generational homes, and that our student population has been disproportionately impacted by this pandemic. It also fails to acknowledge that fewer than forty percent of CPS families chose to return to in-person learning at this time because, at much personal cost, they are aware it is unsafe to do so.

While Chicago Public Schools claims that in-person learning is what is best for our students, it refuses to recognize that in-person learning would not look at all like it did pre-pandemic. It does not recognize the limitations of a plan that requires teachers and other staff members to teach in two modes simultaneously, while also doing their best to ensure the safety of the students in the classroom. Furthermore, this plan requires that both students and teachers navigate, yet again, uncharted territory at a time when both teachers and families have finally found a rhythm in remote learning.

Our school staff has worked arduously and diligently to build and improve on remote learning practices at New Field. They have worked thoughtfully to adapt curriculum, to provide differentiated instruction, and to do their best to meet the needs of every child and every family in our school. The teachers and staff have spent months enriching their practices and providing the best remote learning experience possible. Another disruption in how these teachers are teaching and how students learn is not in the best interest of our students. Children excel when they have a consistent environment with clear expectations. A new learning plan in the middle of the year is not what is best for our young students.

We want nothing more than for our students to return to the classrooms. However, now is not the time to do so. The CDC has warned us that this is the most difficult time in the public health history of our country. We believe that the best course of action is to return to the classroom when our community has been able to access newly available vaccines and positivity rates are lower. It is what is in the best interest of our students and staff, their families, and the general public.

We will continue to support our families and improve remote learning until it is safe for us all to return to in-person instruction. To meet the needs of all of our community members, we urge CPS to utilize its city-wide resources to provide more robust remote learning support:

- Create in-person pods for students needing hands-on support or those from families without dependable child care that would participate in remote learning with their teachers.
- Increase the availability of safe online learning sites for students and their families.
- Adjust the curricula and testing requirements to work with the alternate teaching/learning reality during the pandemic.

A return to in person learning will create new inequities for students whose families choose to stay remote. Per the New Field Town Hall, these students will be receiving less teacher instruction at more sporadic times to accommodate in-person learning. We ask you to listen to those most impacted by the decisions you are making and collaborate with all stakeholders regarding improving remote learning to meet the needs of all CPS families and reaching a consensus on what is deemed a safe return to in-person learning.

We stand united in our rejection of the current reopening plan, which does not best serve our community, and in our demand that we stay remote until it is safe for all us to be in the building.

Respectfully,
New Field Elementary Local School Council

January 5th, 2021

Dr. Janice K. Jackson, CEO
Chicago Public Schools
42 W. Madison Street
Chicago, IL 60602

Dear Dr. Jackson,

Based on health concerns related to COVID-19, the Local School Council of Helen C. Peirce School of Elementary Studies urges the Chicago Public Schools leadership and Board of Education to reconsider its plan to return to in-person learning in January, and instead work together with Local School Councils, parent and community organizations, and the Chicago Teachers Union to create a plan that is safe, equitable and instills trust for all parties.

Thank you for your consideration -

Local School Council,
Helen C. Peirce School of International Studies

Friday, January 8, 2021

Chicago Board of Education
1 North Dearborn, Suite 950
Chicago, Illinois 60602

Dr. Janice K. Jackson, CEO
Chicago Public Schools
42 W. Madison Street
Chicago, IL 60602

Dear members of the Chicago Board of Education and Dr. Jackson,

We, the Local School Council of Hibbard Elementary School, believe that the current re-opening plan for all CPS elementary schools threatens the health and academic progress of Hibbard community and that of the city at large.

Our remarkable Principal and team under his leadership have done everything in their power to implement the current plan. As always, they have acted in good faith and remained committed to delivering the highest quality education to our children. Despite their and your efforts, we remain deeply concerned about the unintended consequences and impacts the current re-opening plan will have.

Before detailing our collective concerns, we must state that these concerns are not a judgment of the families who made the choice to return to hybrid learning. We understand and respect their decision.

The CPS re-opening plan is deficient in the following areas. Until these deficiencies are corrected we cannot, in good conscience, agree with any action to reopen Hibbard Elementary School.

- The current plan decreases the quantity and quality of the education our teachers will be able to provide by placing an undue burden on many educators who will now have to endure new challenges in teaching our students. They have already dedicated themselves to adapting and creating the most robust remote-learning opportunities available and this new plan will force them into even more challenging circumstances.
- CPS has not approached needed investments for safe re-opening through a lens of equity; with a focus on those schools or students who are struggling with performance and/or attendance or by prioritizing families who qualify for financial assistance programs.
- There is little confidence in CPS's ability to execute on their multi-tiered mitigation efforts, not to mention the additional risk our dedicated educators will face by being forced to travel (often via public transportation) unnecessarily to teach in classrooms that, in many cases for our school, will sit empty.
- No part of the plan seeks to address internet access in schools, particularly in schools where internet access is unreliable under the best circumstances. The idea that the entire teaching staff for a classroom and the students attending simultaneous-based instruction in a single room, plus the same in every other classroom in a building, will all be able to smoothly navigate a web-based learning environment without significant lags and connectivity issues is laughable at best given there have been no upgrades or additions to existing systems.

- The educational experience of all parties will be sorely lacking in compassion, kindness, and social emotional learning.

We understand that CPS leadership has said that the decision to re-open all buildings was made in the interest of equity. They would be well-served by listening to and collaborating with school communities rather than issuing top-down orders from the central office. Based on the district-wide responses to the opt-in surveys, we know that the racial group with the largest percentage of returning students is overwhelmingly white and that the individual schools with the largest returning student populations are predominantly white and/or financially affluent. This speaks clearly to the need for further engagement and input at the school level to build the confidence necessary for a viable return to the classroom.

We also believe that the tactics, the threats, and the demeaning approach you have utilized to bully enough teachers back into our school in order to carry out this misguided plan is counter-productive. Minimizing legitimate fears, undermining and undoing the exceptional work they have done to create meaningful remote-learning environments, and erasing any progress they have been able to make over the past months is not the way to proceed. Schools rely on cooperation to succeed and CPS leadership should seek to build shared confidence in re-opening rather than conflict.

This pandemic has made the last 10 months hard on all of us in different ways. CPS' constant indecision, inability to communicate effectively, and refusal to collaborate has created additional stress, confusion, fear, and exhaustion for the families they seek to serve.

We ask that you not continue with this needlessly rapid and aggressive push to re-open Hibbard Elementary School or any other schools in the Chicago Public School district. We encourage you to engage meaningfully with us and with all school communities to develop a safe and effective plan for return to the classroom.

We submit this letter to the Board of Education and Chicago Public School President & CEO Janice Jackson, and will be forwarding copies to all elected officials representing the Hibbard Elementary School community (Mayor Lori Lightfoot, Alderman Rossana Rodriguez, State Representative Jaime Andrade, State Senator Iris Martinez, Congressman Jesus "Chuy" Garcia, and Senator Dick Durbin).

Respectfully,
The Hibbard Elementary Local School Council

Adriana A. Chajon, Non-teacher Staff Representative
Angela S. Davis, Teacher Representative
Eric W. Filson, Community Representative
Maggie Cullerton Hooper, Parent Representative
Bernadette M. Payne, Teacher Representative
Arlean Trujillo, Parent Representative
JoMarie Yambao, Parent Representative
Herve Zille, Parent Representative

Hibbard Elementary School
3244 W Ainslie St
Chicago, IL 60625

8 de enero de 2021

Chicago Board of Education
1 North Dearborn, Suite 950
Chicago, Illinois 60602

Dr. Janice K. Jackson, CEO
Chicago Public Schools
42 W. Madison Street
Chicago, IL 60602

Estimados miembros de la Junta de Educación de Chicago y Dr. Jackson:

Como miembros del Consejo Escolar Local de la escuela Hibbard, creemos que el plan de reapertura para las escuelas públicas de Chicago constituyen una amenaza para la salud, el progreso académico y de la ciudad en su totalidad.

Nuestro extraordinario director y su equipo de liderazgo han hecho todo en su poder para implementar el plan actual. Como siempre, ellos han actuado de buena fe y permanecen comprometidos a otorgar una educación de la más alta calidad a nuestros niños. A pesar de sus esfuerzos y los de ustedes, nosotros estamos profundamente consternados por las consecuencias e impactos no deseados que tendrá el plan actual de reapertura.

Antes de compartir detalles de las preocupaciones que tenemos en común, queremos enfatizar que estas mismas no son en ninguna forma un juicio a las familias que optaron por aprendizaje semipresencial. Nosotros entendemos y respetamos su decisión.

El plan de reapertura de CPS tiene deficiencias en las siguientes áreas. Hasta que se corrijan estas deficiencias, no podemos, en conciencia, estar de acuerdo con ninguna acción para reabrir la Escuela Primaria Hibbard.

- El plan actual ofrecido por CPS disminuye la cantidad y calidad de la educación que nuestros maestros podrían brindar al colocar una carga indebida sobre muchos educadores que ahora tendrán que enfrentar nuevos desafíos en la enseñanza de nuestros estudiantes. Ya se han dedicado a adaptarse y crear las oportunidades de aprendizaje remoto más sólidas disponibles y este nuevo plan los obligará a enfrentarse a circunstancias aún más desafiantes.
- CPS no ha planteado las inversiones necesarias para un plan de reapertura seguro a través de una lente de equidad; con un enfoque en aquellas escuelas o estudiantes que tienen dificultad con su desempeño y / o asistencia o dando prioridad a las familias que califican para programas de asistencia financiera.
- Hay muy poca confianza en la habilidad de CPS para ejecutar los esfuerzos de una mitigación de varios niveles, sin olvidar el riesgo adicional que nuestros educadores se verán forzados a enfrentar cuando viajen (por lo general en transporte público) innecesariamente para enseñar en aulas que, en muchos casos para nuestra escuela, estarán vacías.
- Ninguna parte en este plan busca abordar el acceso de internet en las escuelas, particularmente en escuelas donde el acceso de la internet no es veraz bajo las mejores de las circunstancias. La idea de que todo el personal docente de un aula y los estudiantes que asisten a la instrucción simultánea en

una sola sala, además de los mismo en todas las demás aulas de un edificio, todos podrán navegar sin problemas en un entorno de aprendizaje basado en la internet sin retrasos significativos y los problemas de conectividad son ridículos en el mejor de los casos dado que no ha habido actualizaciones ni adiciones a las sistemas existentes.

- La experiencia educativa de todas las partes carecen de compasión, bondad y aprendizaje socioemocional.

Nosotros entendemos que el liderazgo de CPS ha dicho que la decisión de reabrir todos los edificios se tomó en interés de la equidad. Se darían por bien servidos si escucharan y cooperarán con las comunidades escolares en lugar de emitir órdenes de arriba hacia abajo desde la oficina central. Basado en las respuestas de todo el distrito a las encuestas de participación, sabemos que el grupo racial con el mayor porcentaje de estudiantes que regresan es mayormente blanco y que las escuelas individuales con las mayores poblaciones de estudiantes que regresan son predominantemente blancas y / o económicamente acomodadas. Esto habla claramente de la necesidad de un mayor compromiso y aportes a nivel escolar para generar la confianza necesaria para un regreso viable al aula.

También creemos que las tácticas, las amenazas y el enfoque degradante que ha utilizado para intimidar a suficientes maestros en nuestra escuela para llevar a cabo este plan equivocado son contraproducentes. Minimizar los miedos legítimos, destruir y deshacer el trabajo excepcional que han realizado para crear entornos de aprendizaje remoto significativos, y borrar cualquier progreso que hayan podido hacer durante los últimos meses no es la forma de proceder. Las escuelas dependen de la cooperación para tener éxito y el liderazgo de CPS debe buscar construir una confianza compartida en la reapertura en lugar de un conflicto.

Esta pandemia ha hecho que los últimos 10 meses sean difíciles para todos nosotros de diferentes maneras. La indecisión constante de CPS, su incapacidad para comunicarse de manera efectiva y su negativa a colaborar ha creado estrés, confusión, miedo y agotamiento adicionales para las familias a las que buscan servir.

Le pedimos a CPS que no continúe con este impulso innecesariamente rápido y agresivo para reabrir la escuela primaria Hibbard o cualquier otra escuela en el distrito de escuelas públicas de Chicago. Los alentamos a que se involucren de manera significativa con nosotros y con todas las comunidades escolares para desarrollar un plan seguro y efectivo para regresar al aula.

Enviamos esta carta a la Junta de Educación y a la presidenta y directora ejecutiva de las escuelas públicas de Chicago, Janice Jackson, y enviaremos copias a todos los funcionarios electos que representan a la comunidad de la escuela primaria Hibbard (alcaldesa Lori Lightfoot, concejal Rossana Rodriguez, representante estatal Jaime Andrade, senador estatal Iris Martinez, el congresista Jesús "Chuy" Garcia y el senador Dick Durbin).

Respetuosamente,
El Consejo Escolar Local de la Primaria Hibbard

Adriana A. Chajon, representante de personal no docente
Angela S. Davis, representante de maestros
Bernadette M. Payne, representante de maestros
Eric W. Filson, representante de la comunidad
Maggie Cullerton Hooper, representante de padres

Arlean Trujillo, representante de padres
JoMarie Yambao, representante de padres
Herve Zille, representante de padres

Hibbard Elementary School
3244 W Ainslie St
Chicago, IL 60625

Robert Healy Elementary School
3010 S. Parnell Ave.
Chicago IL 60616

January 25, 2021

Mayor Lori Lightfoot
121 N. LaSalle St.
Chicago IL 60602

Dr. Janice Jackson
Chicago Public Schools
42 W. Madison St
Chicago IL 60602

The Local School Council for Robert Healy Elementary School joins 100-plus schools in asking that Chicago Public Schools halt re-opening for in-person learning until such time as it can be done safely for students, staff, and the community.

The vast majority of Healy families have chosen to keep their children safe at home and learning remotely at this time. As of January 21, 240 students out of 1332 have chosen to return in person—only 18% of the student body. As of January 23rd, the two zip codes that most Healy students reside in, 60608 and 60616, have COVID-19 positivity rates of 9% and 5%, respectively, and rates have not decreased at all in any of Chicago's zip codes in the last 10 days. Back in August, the initial threshold for remote learning was a positivity rate over 4%.¹ There have been more than 900 COVID-19 cases reported by people inside schools since last March, including 182 positive cases just since January 4 and the tragic deaths of a school clerk and teacher who died from COVID-19.

We believe that the current plan is neither feasible nor equitable. It reflects a sufficient lack of enforceable safety protocols, will hinder students' success and equitable access to direct instructional time, and lacks the sufficient input of the teachers and staff who foster the learning environment. We applaud the efforts made by our administration, custodial staff and engineer, who have worked diligently to make our building safer. However, our staff have expressed real fear over the unclear and unsafe environment of our school buildings.

There are two vaccines currently being administered in Chicago. Educators and all other in-person staff should be offered the vaccine on an opt-in basis prior to the reopening of schools. The new strain of COVID-19 is more contagious and it has been proven that children can in fact spread the disease and schools are demonstrating that they can be superspreader sites and forced to quickly shut down again, causing more educational disruptions.

¹ Illinois Department of Public Health: <https://www.dph.illinois.gov/covid19/covid19-statistics>

We are asking that the district listen to the city's teachers, students, parents and communities whose voices are represented by LSCs raising concerns at this time. We further ask that the district resolve to sufficiently collaborate with teachers and other staff, creating safe return plans that are responsible and align to an appropriate timeline.

Please, we urge you to listen to those impacted by the decisions that you are making and not reopen schools for in-person learning at this time.

Sincerely,

Healy Local School Council

Miguel Prieto, Chair

Sally Chen, Parent

Warren Chan, Parent

Sarah Rothschild, Parent

Megan Merrill, Parent

Tyler He, Community Representative

Karen Scumaci, Community Representative

Jean Hickey, Staff Representative

James Macchione, Staff Representative

Ashley Brown, Staff Representative

Bret Harte Elementary Local School Council Resolution Regarding the CPS Reopening Plan

Whereas the City of Chicago has been devastated by the COVID-19 pandemic, including nearly 222,000 cases recorded and approximately 4,500 deaths from COVID-19 as of January 20, 2021, and

Whereas COVID-19 cases have been reported at over 50 schools since the reopening of Pre-K and cluster students on January 4th according to CTU, and

Whereas countless members of our community have lost loved ones to the pandemic and are grieving these irreplaceable losses, and

Whereas the Chicago Public Schools' proposed reopening plan has not substantially taken into account the voices of teachers, parents or community who have expressed concerns, and

Whereas Chicago Public Schools has a documented history of failing to maintain the cleanliness of its buildings, and

Whereas schools have been well-known to be sites of disease transmission every year prior to this pandemic, with stomach flu, bedbugs, head lice and other diseases easily spreading in crowded and often poorly ventilated school buildings, and

Whereas there are substantial concerns related to the existing restroom facilities in the school and difficulties using this necessary facility safely under the current conditions, and

Whereas there is significant degree of concern related to prioritization of vaccinations for teachers and staff at the public health administrative level, and

Whereas it is unclear how lunchroom protocols can feasibly be enforced to keep students sufficiently distanced while eating with masks down, and

Whereas our school communities may include many multi-generational households and therefore students who contract COVID-19 at school and infect a parent or grandparent at home may well suffer trauma and grief that could affect them for life, and

Whereas outbreaks in schools may well lead to additional chains of infection in our community which has already been hard hit by the pandemic, and

Whereas we anticipate that the Chicago Public Schools reopening plan may make quality instruction for students who stay remote as well as those who come in-person more difficult, given that teachers will have to simultaneously manage a classroom and teach online to students at home, and

Whereas teachers are concerned for their safety being required to move around the school building and face exposure to several groups of students under a departmental schedule while also instructing students remotely, and

Whereas the last eleven months in particular have been an especially challenging and traumatic time of instability and mourning for many of our young people who need consistency, rather than interruption to routines they are just finally getting used to, and

Whereas there is no consistent or effective way to track the veracity of required health screening responses,

Be it therefore resolved that the Local School Council of Bret Harte Elementary School earnestly urges the Chicago Public Schools leadership and the Board of Education to **halt its return to in-person learning in February** and instead work together with Local School Councils, parent and community organizations, and the Chicago Teachers Union to create a plan that is truly safe, equitable and instills trust for all parties.

Be it further resolved that while conditions do not permit a safe return to in-person learning, we urge the district to work with parents and teachers to focus on continuing to improve the quality of remote learning by making the necessary investments in technology, staffing and other supports to make the best of an exceedingly difficult situation while keeping students, educators, and our community safe.

Be it further resolved that a copy of this resolution shall be forwarded to [Dr. Janice Jackson](#), CEO of Chicago Public Schools, all members of the Chicago Board of Education and Alderman Leslie Hairston, City Council member for the area served by Bret Harte Elementary School.

Best regards,
The Local School Council of Bret Harte Elementary School

CC: [Mayor Lori Lightfoot](#)
[5th Ward Alderman Leslie Hairston](#)
[Illinois State Senator Robert Peters](#)
[Member of Illinois House of Representatives Curtis J. Tarver II](#)
Illinois State Board of Education

**OPEN LETTER TO MAYOR LORI LIGHTFOOT
FROM MOMS AND CAREGIVERS
ON CPS' REOPENING PLAN**



**Open letter from Chicago mothers and other caregivers
calling on Mayor Lori Lightfoot to delay and redo the reopening plan
January 27 2021**

Dear Mayor Lightfoot,

We are public school moms. We write to you today because we can't take any more.

Seriously. The moms of your city are at their breaking point. This pandemic has gone on for almost a year now, and we moms, the OGs of "essential workers," are reaching the point where we have nothing left to give.

We all know the horrible reality on the ground: the rising death toll, the terrifying data about mutations, the injustices of the world appearing in the unequal distribution of suffering. We can see the fabric of our democracy wearing thin, just as we are sure you can.

We're falling apart. All of us. We're all doing what we normally do: acting tough, showing no fear, checking for monsters under the bed and confidently dispatching nightmares with our firm but gentle words. We're doing it. We'll keep doing it. Of course we will. Right now, however, we cannot help but falter. Our kids are starting to hear the quivers in our voices, the lumps in our throats.

This year of lost jobs, food insecurity, white supremacist threats, natural disasters, long-haul illnesses, shutdowns, and seemingly never-ending zoom funerals has been soul-crushing.

We lie awake at night trying to find the balance between protecting our children from this world and preparing them for it. What do we tell them? When do we cover their eyes? How do we explain it all? How can we possibly keep them safe?

And the kicker is that it feels like nobody with the power to help cares enough to listen to our pleas.

Our needs are not identical. We're moms from all different backgrounds, diverse in all of the ways that makes Chicago the beautiful place we all call home. This diversity, however, also means that we are segregated and separated in all of the ways that makes Chicago sometimes feel like more of a cage than a proper home ought to do.

This is why when some among us beg for the return to normalcy that is school, the rest of us *are* empathetic. Some of us have kids who have special needs which make remote learning very difficult. Some of us have to work outside the home. Some of us have kids trying to get into high schools and colleges this year. Some of us have kids whose mental health is suffering greatly. Some of us are very eager to come back. For some of our families, school is a source of stability in our lives.

And yet. . . we just cannot trust CPS to keep our children safe under the circumstances. Please understand that we have a . . .let's call it a *history* with CPS abusing our trust. Understand that many of us *want* to come back, but CPS's actions have made it *impossible*. For all of us that have a stable school, there are just as many for whom school is a place of deprivation and discord. The "we" of public school families unfortunately includes many, many people whose needs in the best of times are not met by their schools. We are the people who you are supposedly opening the schools *for*. *Don't we deserve for them to be safe first?*

Look, we know *some* of our schools are kind of like the private schools and suburban schools and foreign schools from the studies where it has been safe. We also know that many of them are only safe because the staff or parent organizations came out of pocket, which we all know won't be sustainable through this crisis. And most of our schools are nothing like the best case scenarios presented to parents by CPS. We deserve those best case scenarios, but we don't have them, and will not get them without a lot of money being spent to make it happen. We aren't idiots. I mean, we're moms after all.

That's the thing: as the powerful folks all over the country try to figure out how to get us out of this mess, it seems like, with all due respect, you guys could benefit from the same kind of organizing we do when we run a Jog-A-Thon. Any time you hear "A-Thon" in education, understand that this is shorthand for "getting blood from a stone." You throw an "A-Thon" when you have no merchandise to sell, nothing of value to trade, and you have a lot of people in need. All it takes to get the ball rolling is to get together a diverse cross section of your community members to see what it is you *do* have to offer (including the intangibles like "good ideas" and "the ability to mediate" as resources), rather than working from a deficit mindset which forces you into constant confrontation all the time.

We aren't asking you to *never open the schools at all*. We're asking you to think like a PTO president. Put your mom hat on. We have a hell of a sisterhood going here, us CPS moms. You could be an honorary member. The way we do the public school mom thing here in Chicago is by sitting down and figuring out solutions with the people who are both desperate to be heard and willing to get their hands dirty.

Until now, CPS has ignored its most valuable resource: the collected wisdom of all of its mamas. We have ideas. You've just got to put CPS's disastrous plan on hold and sit down with us, and some teachers and staff and principals, and SOME OF OUR KIDS, via *Google Meets where it is safe*, and start over with designing a plan that begins with trying to meet our actual needs instead of what someone who has never spoken to us thinks we need.

Frankly, if CPS continues its reopening plan, it will negatively impact all of the students and the larger community beyond.

And that will quite possibly be the thing that breaks us all.

A city's worth of moms.

And who will gather all of the blood from stones for this city then?

Signed,

Rousemary Vega, Karen Fraid, Cassie Creswell, Sherise McDaniel, Krystal Robledo, Miriam Bhimani, Rachel Rozycki, Sarah Ma, Zenia Ruiz, Laura Earle, Jennifer Jones, Jenny Hupp, Jane Cornett, Efthimia Tsakalis, Rivka Leder, Rivanna Jihan, Kassandra Renteria, Michelle Fleming, Kelly Cooper-Kordylewski, Laurie Viets, Frances Collins-Sussman, Sarah Ryan, Stacey Lemp, Juanita Garcia, Jessica Rodriguez, Elisa Rivera, Jeselyn Cruz, Jacqueline Torres, Ivette Maldonado-Soto-López, Felicia Wings, Ada Colon, Elizabeth Portillo, Felicia Wings, Jenny Flowers, Nicole GibsonDonohoe, Maria Villegas, Elizabeth Portillo, Carmen Crespo, Nelly Martinez, Rosaura Ugarte, Catherine Mach, Emily Monnelly, Mary Hughes, Estela Mira Barreda, Rachel Jacobs, Demelza Willhite, Nariana Castillo, Julie Nesbitt, Danielle Zille, Betty Brandy-Vizcarra, Annette Stenner Somogyi, Jennifer Walsh, Laura Giba, Rocio Sandoval, Christy Storto, Amy Lomanto, Karen Vail, Sarah Ahmad-Myers, Mihaela Bravos, Felicia Wings, Jessica Phillips, Nicole Dziubczynski, Rachel Sweeney, Kiersten Solis, Kirsten Clay, Loreal Frazier, Geraldine Franco, Anjali Bidani, Jantrue Ting, Maureen Cullen, Dori Lehman, Julie Huynh, Cynthia Tobias, Andie Celerio, Nancy Atsumi, Cynthia Soto, Aisha Noble, Becca Blue, Andrea Johnson, Amanda Jarosik, Sara Wohlleb, Ayerim Duenas, Vicki Tseng, Vicki Tseng, Wendy Preciado, Celeste O'Connor, Veena Villivalam, Claudia Santiago, Valerie Xanos, Rosie Lopez, Cecily Relucio, Olga Andrade, Elizabeth Vivion, Jenise Rodriguez, Alia Federow, Felicia Fedele, Sarah Tschaen, Cindy Ok, Cheryl Deany, Tammy Bock, Sarah Abbott, Lee Ann Searight, Jeselyn Cruz, claudia hernandez, Arthi Rao, Leigh Mabry, Jill Hallett, Jessica Guzman Guzman, Kimberly Kouame, Nicole Richardson, Kyla Klein, Tracy Mogan, Catherine Henchek, JoAnn Moreno, Rachel Azzarello, Kristin RImington, Sarah Bush, Debbi Ratulowski, Emma Christensen, April Browning, Cathy King, Charlene Kendrick, Sarah Ortega, Jill Johnson, Elizabeth Portillo, Lindy Sinclair, Marcy Kollath, Rebecca Nguyen, Karla Vanessa Espinoza, Anya Kompare, Sarah Martin-Haynor, Aretha Berdell, Renae Challender, Dr. Brenna O'Brien, Blake Washer, Audris Jameson, Cristi e Pope-Nelson, Kate Hendrickson, Jerome Pendergast, Mearah Quinn-Brauner, Cindi Redman, Jennifer Sheffield, Lindsey Dugue, Tracey Starkovich,

Lindsay Morgan, Anne Koss, Lisa May Simpson, Jennifer Torres, Brenda Victoria, Araceli Carrillo, Estela Orellana, Osbardo Del valle, Kimberly Beck, Rocio Garcia, Christina Morrison, Rebecca Sheppard, Rosa Valladares, Rachel Blundy, Amanda Snowwhite, Maria Camacho/Pichardo, Christina James, Alejandro Pichardo, Maricela Ramirez, Debraleigh Ryba, Delia Calvillo, Lisa cruz, Esther Martinez, Monica Orozco Perez, Kathryn Clark, Deirdre Anglin, Rebecca Criollo, Patricia Freckelton, Jose Frausto, Marni Nissen, Aisha Ellis, Lorissa Ellis, T. LaRue, Toni Ferrell-Soch, Alyssa Fallstrom, Priscilla Wilson, Kimberly Nicasio, Alma Ocampo-Nunez, Sarah Robinson, Katherine De Leon, Karen Schopf, Kayce Bayer, Peter Muschong, Amanda Herrera, Nicole Sutton, Graciela Guzman, Daba Coleman, Megan Bitner, Amy Catania, Mary Ginn, Peter Muschong, Peter Muschong, Thu Dang, Leticia Rosales, Therese Quinn, Kelly Dailey, Hope Sheldon, Dana Castellon, Docia Buffington, Jamie Rojaa, Shalandra Withers, Lisa Phillips, Amanda Viano, Hillary DeGroff, Ricarda Pedraza, Roxanne Piersanti, Jessica Rodriguez, Carrie Haase, Elizabeth Portillo, Lisa Barcy, Sarah McKay-Mertz, Diane Grider, Megan Merrill, Julie Heintzeman, Jennie Garcia, Linda Montes Shippey, Katie Madden, Paul Holmquist, Paul Holmquist, Michelle Bautista, Marta Escude, Aiko Kojima Hibino, Jennifer Garcia, Elba Regalado, Ofelia Pineda, Diana Guajardo, Julie Kosowski, Jewell Stewart, Rachel Lessem, Janeth Viveros, Carrie George, Maria Gracia, Phillip Dworkin-Cantor, Joe Jantke, Shawn Peek, Mila Cohen, Halle Quezada, Nicole Schoeppach, Maria Castaneda, Lisa Kelly, WM Miller, Crystal Castillo, Tomas Revollo, Rhona Jacobs, Violeta Jimenez, Grecia Villegas-Rodriguez, Anna Counts, Amanda Bevacqua, Andrea Quiroz, Ana Santoyo, Susie Kirkwood Kirkwood, Jennifer Streicher, Sandra Monegain, Carol Zwiazek, Jodi Lacy, Cortney Ritsema, Karen Fine, Janis Taylor-Alston, Amanda Lester, Rebecca Cuello, Rebecca Weinberg

January 26, 2021

Dear Chicago Public Schools Leadership and Members of the Chicago Board of Education,

We are members of the Local School Council of Belding Elementary. We represent parents, community, and staff elected by our stakeholders to guide this school and make the best decisions possible for our students. After engaging our community and carefully considering all of the information we have been provided, including input from parents, teachers and community members at our LSC meeting, our Local School Council respectfully urges CPS to reconsider the current Reopening Plan for February 1st, 2021.

Various aspects of the current CPS Reopening Plan have caused our community to worry about the many risks this poses to everyone in our school community. Most importantly, we feel the current plan has aspects that may be detrimental to our students. For the well-being of all, we want to ensure that our students and staff experience stability and safety. Our community understands the current and emerging science related to COVID-19 and schools, but we have deep concerns about CPS's ability to execute their plan fully by February 1 to provide maximum safety as well as the best educational continuity for our students. Here is a summary of some of our concerns and recommendations:

Local Decision: Instead of applying a one-size-fits-all approach to reopening plans, respect and work with each school community to create a baseline plan that works best school-by-school while setting the same base safety standards for all schools. In order to respect the voices of each school community, we recommend that administrators and LSCs be given power to decide the best reopening model and timeline for their own schools.

Adequate Staffing: We are concerned that teachers are burdened with simultaneous instruction and diverse learners will miss minutes required by their IEPs or be forced to share their dedicated aids due to these professionals being pulled to monitor pods when the school is short-staffed and substitutes are not available. We ask that teachers receive necessary support and schools be allowed more local discretion and time to design a professional development that will permit more collaborative planning time.

Vaccination: CPS should ensure that all people who work in CPS schools, including but not limited to teachers, staff, administrators, aides, security guards, maintenance workers, substitute teachers, cafeteria staff, and school bus aides and drivers, will be vaccinated as soon as possible.

Air Circulation and Air Quality: We recommend monitoring of air quality for such things as humidity, because viruses spread more easily in conditions of low humidity, and carbon dioxide, because levels above 1000ppm indicates poor air flow. We ask that CPS create and share the maintenance plan for air purifier filters and address the concerns that some air purifiers are undersized for many CPS classrooms.

Safety Walk Through: Ensure LSC or designated stakeholders have access and have inspected facilities before reopening to validate that mitigating factors are in place and that processes and procedures are easily understood by the community, including administrators, staff, teachers, parents, and students. Mitigating factors include operational windows, working air filters, care room, entry procedures, lunch process, and other items important in ensuring a safe reopening.

We thank you for reading our letter and considering our concerns. We want to reopen when it is safe to do so especially after the vaccine is widely available. Yet we cannot ignore the safety and well-being of our students, teachers, administrators, staff, and the broader community. We urge you to swiftly,

transparently, and effectively address our concerns, and further to engage stakeholders within each community to develop plans that will work.

Sincerely,

Megan Mathias, Vanessa Reu, Ted Ernst, Christine Krogmann, Nevena Kliethermes, Lillyana Sanchez, Alexandra Skoog-Hoffman, Michele Suffredin, Arman Cortes, and Milly Castro

Members of The Belding Elementary Local School Council

Approved by the Belding Local School Council by a vote of 9 in favor; 1 abstention, 2 members absent, on Wednesday, January 19th, 2021.



JAMES N. THORP
ELEMENTARY SCHOOL LSC

8914 South Buffalo Avenue
Chicago, IL 60617
P: (773) 535-6250
F: (773) 535-6582



Dr. Janice K. Jackson
Chief Executive Officer, Chicago Public Schools
42 W. Madison Street
Chicago, IL 60602

January 8, 2021

To Chicago Public Schools:

The Local School Council (LSC) at James N. Thorp is deeply concerned and apprehensive about Chicago Public Schools' plan to reopen schools for in-person instruction beginning January 11, 2021. We join the growing number of LSCs asking that CPS halt re-opening until it can be done safely for students, staff, and the community. The evidence shows that Chicago has been devastated by the COVID-19 pandemic, including 198,133 cases and 4,091 deaths from COVID-19 as of December 29th, 2020, whereas of those 4,091 deaths, 1,605 have been lives taken from our city's Black community and 1,395 from our city's Latinx community. Thorp serves families living in zip codes with some of the highest rates of community spread of COVID-19. As of January 8, 2021, the positivity rate for the Thorp Community is 10.6% which is 2.8% higher than Chicago. Historically, schools have been well-known spreaders of disease every year prior to this pandemic, with stomach flu, bedbugs, head lice and other diseases easily spreading in crowded and often poorly ventilated school buildings and Chicago Public Schools has a documented history of failing to maintain the cleanliness of its buildings. Our school communities include many multi-generational households and therefore students who contract COVID-19 at school and infect a parent or grandparent at home may well suffer trauma and grief that could affect them for life, and outbreaks in schools may well lead to additional chains of infection in our community which has already been hard hit by the pandemic.

The Chicago Public Schools proposed reopening plan has not substantially taken into account the voices of teachers, students, parents or community who have expressed concerns. The current plan as presented by CPS is not feasible; it is not safe for staff or for students, creates additional barriers to student success, and places impossible expectations on teachers. For example, it is not feasible to require teachers to teach in two modes simultaneously, to train for such teaching during remote instruction, and to clean their instructional materials, all without adequate time to prepare lessons. The District should resolve to collaborate with teachers and other staff, to come up with a sensible plan. We fear that the Chicago Public Schools re-opening plan may make quality instruction for students who stay remote as well as those who come in-person more difficult given that teachers will have to simultaneously manage a classroom and teach online to students at home.

The Local School Council of James N. Thorp Elementary School urges the Chicago Public Schools leadership and the Board of Education to halt its plan to return to in-person learning in January and February and instead work together with Local School Councils, parent and community organizations, and the Chicago Teachers Union to create a plan that is safe, equitable and instills trust for all parties.

We urge the district to work with parents and teachers to focus on continuing to improve the quality of remote learning and make the needed investments in technology, staffing and other supports to make the best of an exceedingly difficult situation while keeping students, educators, and our community safe.

In Solidarity,

The Local School Council of James N. Thorp Elementary School

CC: Mayor Lori Lightfoot, City of Chicago

Mrs. Susan Sadowski Garza, Alderwoman

Mr. Miguel del Valle, President Chicago Board of Education

William C. Goudy Technology Academy Local School Council Resolution Regarding the CPS Proposed Return to In-Person Learning

January 6th, 2021

Whereas the City of Chicago has been devastated by the COVID-19 pandemic, including nearly 200,000 cases recorded and approximately 4,000 deaths from COVID-19 and

Whereas countless members of our community have lost loved ones to the pandemic and are grieving these irreplaceable losses, and

Whereas the Chicago Public Schools proposed re-opening plan has not substantially taken into account the voices of teachers, parents or community who have expressed concerns, and

Whereas the Chicago Public Schools has a documented history of failing to maintain the cleanliness of its buildings, and

Whereas schools have been well-known spreaders of disease every year prior to this pandemic, with stomach flu, bedbugs, head lice and other diseases easily spreading in crowded and often poorly ventilated school buildings and

Whereas our school communities include many multi-generational households and therefore students who contract COVID-19 at school and infect a parent or grandparent at home may well suffer trauma and grief that could affect them for life, and

Whereas outbreaks in schools may well lead to additional chains of infection in our community which has already been hard hit by the pandemic, and

Whereas we fear that the Chicago Public Schools re-opening plan may make quality instruction for students who stay remote as well as those who come in-person more difficult given that teachers will have to simultaneously manage a classroom and teach online to students at home, and

Whereas this year has been one of trauma, instability and mourning for many of our young people who need consistency rather than interruption to routines they are just finally getting used to, and

Whereas a supermajority of Goudy students won't be returning to in-person instructions, and those that do won't be able to engage in traditional in-person learning activities and

Whereas thirty-nine members of Chicago's City Council have signed a letter to CPS CEO Dr. Janice Jackson and Mayor Lori Lightfoot outlining a series of concerns related to the reopening of schools at this time.

Be it therefore resolved that the Local School Council of William C. Goudy Technology Academy urges the Chicago Public Schools leadership and the Board of Education to halt its plan to return to in-person learning in January and February and instead work together with Local School Councils, parent and community organizations, and the Chicago Teachers Union to create a plan that is safe, equitable and instills trust for all parties.

Be it further resolved that while conditions do not permit a safe return to in-person learning, we urge the district to work with parents and teachers to focus on continuing to improve the quality of remote learning and make the needed investments in technology, staffing and other supports (including child care for working families) to make the best of an exceedingly difficult situation while keeping students, educators, and our community safe.

Be it further resolved that a copy of this resolution be forwarded on to Dr. Janice Jackson, CEO of Chicago Public Schools, all members of the Chicago Board of Education and Alderman Harry Osterman, City Council member for the area served by the William C. Goudy Technology Academy.



United Northwest Side stands in solidarity with educators and families in their ongoing efforts to ensure that Chicago Public Schools' plans to reopen schools during an ongoing pandemic are safe for not only students and staff in school buildings, but the wider community as well.

We are thankful for the long track record of the Chicago Teachers Union in fighting for both the rights of its own members, and for greater equity and justice for students and families across the district. In 2019, it was CTU that fought for increased funding, staffing, and service levels at the public schools that our community depends on. In all ongoing plans for the reopening of Chicago Public Schools, we demand that CPS engage meaningfully and in good faith with the expressed health and safety concerns of CTU and its members.

We observe with great concern the perfunctory manner in which health-related accommodation requests from CPS educators, especially those who are responsible for the care of others outside of school, have been met, and dismissed, by CPS administration. Entire classes of accommodation requests—including those for caregivers of vulnerable family members, and those responsible for the care of their own children—have been among those deemed illegitimate by CPS. We strongly reject efforts to deny teachers and staff pay and access to their classrooms if they refuse to work in an environment that is unsafe, choosing to teach remotely instead.

We also support those educators who choose to teach remotely out of solidarity for their colleagues whose concerns have gone unheard by CPS administration. We value the challenging work that our educators continue to do to teach our children during a pandemic, and reject the notion that they should have to choose between their livelihoods and the health and safety of themselves and their families—a choice that current CPS policy is forcing them to make.

We think it is very significant that the vast majority of CPS families have chosen to learn remotely from home, despite the district's push for in-person learning. In the first round of reopening, 81% of families chose *not* to send their students into school buildings, including hundreds of families who kept their students home after previously opting for in-person instruction. Given this context, we urge CPS to work to improve the quality and accessibility of remote learning until it is safe to return to in-person school, and to provide additional resources to each school to support in-person learning when it safely resumes.

Finally, we demand more democracy and community input in decisions around public education in our city. The current unsafe CPS reopening plan takes place in the context of a lack of meaningful democratic decision-making at the district level, including by Mayor Lightfoot's hand-picked Board of Education. We believe that more democracy and input from stakeholders would have resulted in a plan for reopening with widespread community support. Accordingly, we call on Mayor Lightfoot and state lawmakers to stop standing in the way of meaningful reform and finally support legislation that will bring an Elected Representative School Board (ERSB) to our city.

In solidarity,

United Northwest Side General Membership

1/26/21

**AUTHORIZE A NEW AGREEMENT WITH AMERICAN INSTITUTES FOR RESEARCH IN THE
BEHAVIORAL SCIENCES FOR EVALUATION SERVICES TO SUPPORT THE SUSTAINABLE
COMMUNITY SCHOOLS (SCS)**

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Authorize a new agreement with American Institutes for Research in the Behavioral Sciences to provide Evaluation Services to Support the Sustainable Community Schools (SCS) to Office of Student Support and Engagement at an estimated annual cost set forth in the Compensation Section of this report. Vendor was selected on a competitive basis pursuant to Board Rule 7-3. A written agreement for Vendor's services is currently being negotiated. No services shall be provided by Vendor and no payment shall be made to Vendor prior to the execution of their written agreement. The authority granted herein shall automatically rescind in the event a written agreement is not executed within 90 days of the date of this Board Report. Information pertinent to this agreement is stated below.

Specification Number : 20-1208-Cpor-7631

Contract Administrator : Gonzalez, Ms. Cristina / 773-553-2280

VENDOR:

- 1) Vendor # 68697
American Institutes for Research in the
Behavioral Sciences
1000 THOMAS JEFFERSON STREET., NW
WASHINGTON, DC 20007

Neil Naftzger
202 403-5086

Ownership: Not-For-Profit

USER INFORMATION :

Project
Manager: 11371 - Student Support and Engagement

42 West Madison Street

Chicago, IL 60602

Berg, Ms. Autumn L.

773-553-3138

PM Contact:

10870 - College and Career Success Office

42 West Madison Street

Chicago, IL 60602

Deuser, Mr. Michael K.

773-535-3903

TERM:

The term of this agreement shall commence on February 1, 2021 and shall end June 30, 2022. This agreement shall have one (1) option to renew for a period of one (1) year.

EARLY TERMINATION RIGHT:

The Board shall have the right to terminate this agreement with 30 days written notice.

SCOPE OF SERVICES:

The multi year analysis will focus on evaluating the impact of the SCS Pillars and Principles in the 20 school cohort. To assess what impact SCS has on students and families who participate in SCS programs, Vendor will use a comparative interrupted time series (CITS) study design (Bloom, 2003; Shadish et al., 2002). The CITS design is one of the most rigorous methods for establishing program impact when an experimental study is not possible. The research design uses the pre-intervention trend line of an outcome variable (e.g., 5Essential survey scores) as a comparison for the outcome measurements obtained after the intervention is implemented. Changes in the overall level of the outcome (intercept change) or its slope over time, following the intervention, will provide evidence about whether the SCS initiative is having an impact on key school outcomes. Vendor will also examine the extent to which the activities and services funded through the SCS initiative align with the key components of the SCS logic model.

DELIVERABLES:

Vendor will deliver various analyses, plans, findings and reports.

OUTCOMES:

Vendor will develop several forms of reporting activities, including ongoing monthly calls and quarterly taskforce meetings

Annual Reports. Results from each year of the evaluation will be summarized in annual reports that present a broader perspective on the evaluation. For example, the Year 1 report will describe the program and its potential impact relating to academic and behavioral outcomes, and the Year 2 report will describe the implementation of the program and any emerging best practices from the high-implementation schools. In addition, the evaluation team will share any recommendations for improvement relating to implementation fidelity or initiative outcomes.

Presentation of Findings. At the end of Year 2, Vendor will provide an in-person presentation of findings, including a set of field-friendly materials for broader dissemination within CPS. Vendor will work with the taskforce and evaluation subcommittee to make determinations on the types of materials that would be most useful, but these may include a field-friendly brief describing the evaluation approach, findings, and any initiative recommendations; a public-facing slide deck summarizing evaluation approach and findings; and executive summaries for the Year 1 and Year 2 reports.

COMPENSATION:

Vendor shall be paid as follows:

Estimated annual costs for the term are set forth below:

\$209,391 FY22

REIMBURSABLE EXPENSES:

None.

AUTHORIZATION:

Authorize the General Counsel to include other relevant terms and conditions in the written agreement. Authorize the President and Secretary to execute the agreement. Authorize the Chief Officer of College and Career Success to execute all ancillary documents required to administer or effectuate this agreement.

AFFIRMATIVE ACTION:

Pursuant to the Remedial Program for Minority and Women-Owned Business Enterprise Participation in Good and Services contracts, (M/WBE Program), this contract is exempt as this agreement is for a Not-for-Profit organization.

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Fund 115, Student Support and Engagement, Unit 11371

\$209,391, FY22

Not to exceed \$209,391 for the term.

Future year funding is contingent upon budget appropriation and approval.

CFDA#:

Not Applicable

GENERAL CONDITIONS:

Inspector General - Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Chicago Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3 which restricts the employment of, or the letting of contracts to, former Board members during the one year period following expiration or other termination of their terms of office.

Indebtedness - The Board's Indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics - The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the agreement.

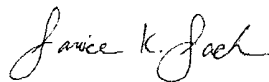
Contingent Liability - The agreement shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

Approved for Consideration:




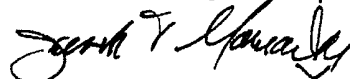
JONATHAN MAPLES
Chief Procurement Officer

Approved:



JANICE K. JACKSON
Chief Executive Officer

Approved as to Legal Form: 



JOSEPH T. MORIARTY
General Counsel

Dear CPS Board of Education:

I am Dr. Angel Alvarez, a Research Assistant Professor in the Department of Neurology at Northwestern University. I previously warned CPS officials nearly a year ago of the coming pandemic and the need to take precautions to ensure safety, promote quality instruction, address employee shortages, and focus on the disparities our students face.

I wish to point out the inadequacy and practical limitations of the proposed reopening plan, while acknowledging some improvements that have been put forward in recent days. We have failed the needs of our most vulnerable students, particularly diverse learners and those that face homelessness and housing insecurity. Moreover, there is significant confusion with CPS principals and employees over what best practices are and how to implement safe in-person instruction at their individual school. The reopening plan does not provide adequate testing, which increases the likelihood of infection from asymptomatic spreaders. The schools have not developed proper contingencies to address staff shortages.

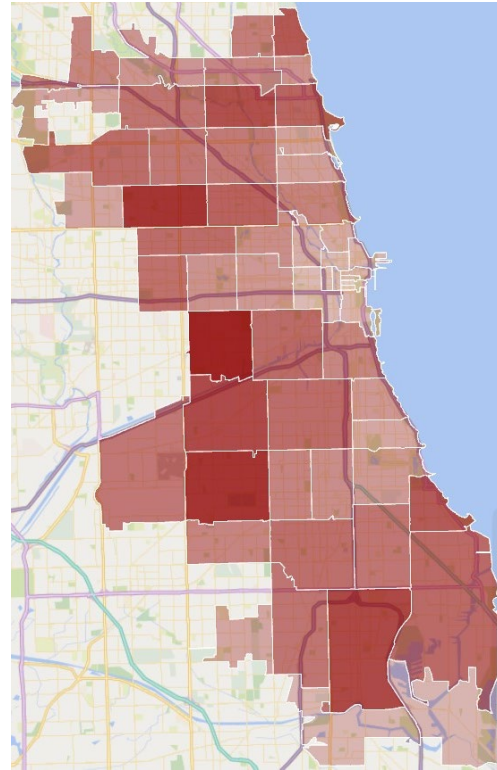
CPS survey results show a clear pattern that the schools with the highest intent to return rates serve students with more privilege and lower risk profiles. My analysis of CPS and public health data that I will send to the Board will highlight how the pandemic will further aggravate problems underserved students face.

I advise CPS to coordinate with city health officials to provide resources where they will have the largest impact. Specifically, to prioritize vaccination of school officials based on risk with an emphasis on schools in areas of the city where COVID has enacted the greatest harm. Distributing resources such as vaccines equality, or through the current obfuscated process, without respect to risk and need will only serve to further exacerbate the harm this pandemic has inflicted. Risk-based strategies not only address the toll that this pandemic has enacted in communities of color, but would also be the most effective at controlling the outbreak. Many of these efforts are underway but need to be accelerated. The risks of COVID are real and felt disproportionately on low-income and people of color, the same group of students that face the greatest inequity in our schools.

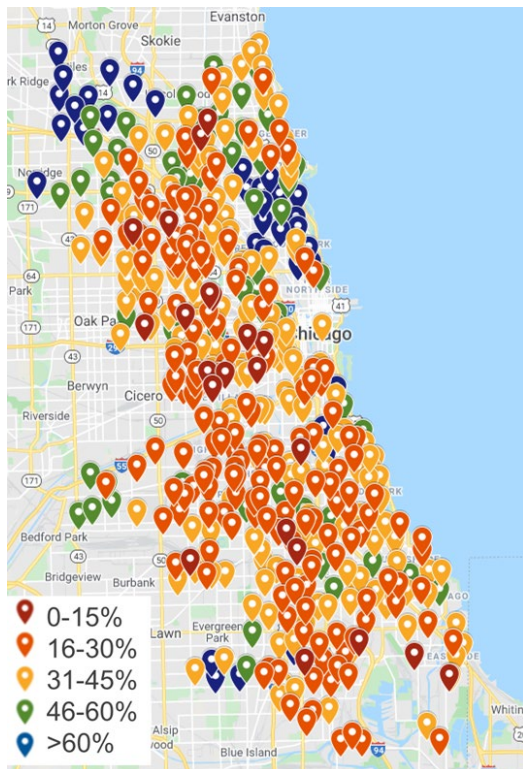
Schools can and should safely reopen in a phased process but need an improved strategy for risk mitigation and an investment of resources where they are needed most.

Preliminary Analysis of Inequities in Return to In-Person Instruction and Pandemic Response

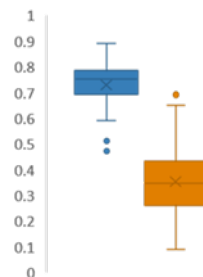
The current pandemic has exacted a greater burden in communities of color, as highlighted in the distribution of death rates (COVID data downloaded from the Chicago Data Portal on 1/24 and 1/27). We clearly see higher incidence of death from COVID infection on the South and West sides of Chicago relative to the Central and Northern parts of the city.



Virtually all parents want their children to return to in-person learning safely. However, we see significant differences in the intent-to-return rates based on data released by CPS (<https://www.wbez.org/stories/reopened-cps-classrooms-will-range-from-empty-to-nearly-full-often-based-on-income-and-race/49eb8bef-b0ee-4cc9-994a-b10c46b97edd>, downloaded 1/4/2021).

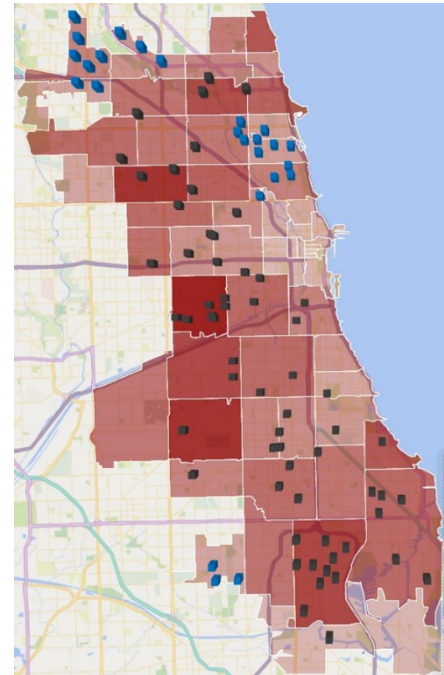


The schools with the greatest rates of intent-to-return are located in predominantly three areas of the city. In fact, when intent-to-return data was aggregated with data on school demographics, significant racial differences were obvious. Schools with at least 50% White students overwhelmingly intended to return to in-person instruction compared to all other CPS schools with median rates of 74.5% and 33.5%, respectively (Box-and-whisker plot, blue=schools with 50% or more White students compared to all other CPS schools).

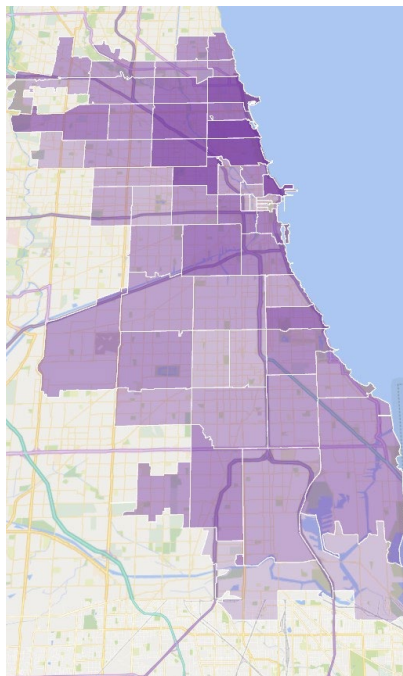


	≥50% Return	<50% Return
≥50% White	96.4% (27)	3.5% (1)
<50% White	9.7% (38)	90.3% (352)

This does not mean we hold these students back. However, it illustrates the point that we need to reform our educational system so all children can receive high-quality and safe in-person instruction. The disparities with respect to desire to return to school at this point reflects the perceived safety risk that varies between different communities. I compiled the data showing that schools with the highest intent-to-return rates ($\geq 65\%$, blue squares) are in areas that have lower rates of death from COVID compared to schools with low reported return rates (≤ 20 , dark gray squares).



These inequities also reflect disparities in how public health officials have provided resources that do not reflect actual risk. Testing sites are more concentrated on the North side of the city (data not shown) and vaccinations are not being administered to the areas where death from COVID are highest.

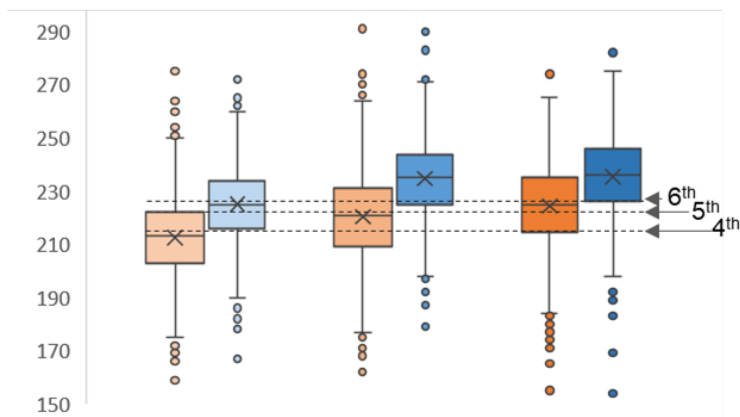


students (≥ 40) compared with low ($< 10\%$) were obvious before the pandemic and will only get worse without proper action.

Therefore, better coordination is needed between CPS and public health officials to distribute resources where they are needed most. I previously submitted recommendations and will follow up with a more detailed plan.

We must act to address disparities in our pandemic response plan and close the opportunity gaps in our school. The differences between schools with high populations of White

Instructional Gap Existed Prior to the Pandemic



NWEA Spring 2018 math scores for White (>40%) and non-White (<10%) Schools for 4th, 5th, and 6th Grades

Dr. Angel Alvarez
Research Assistant Professor, Northwestern University