# Board of Education | City of Chicago

**Board Meeting Written Comments**

**October 22, 2026**

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**October 22, 2026, Board Meeting Written Comments**
**Received between Tuesday, October 20th and Friday, October 23rd Submitted via Written Comments Form**

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|---|---|
| 1 | As a former CPS teacher and a current CPS parent and community member, I am writing in support of the students, families, teachers, staff, and leaders at the Latino Youth High School. Learning that funding was pulled midyear due to CPS rescinding the "hold harmless" policy and practice of the recent past has left immigrant families with less resources exactly when they need them the most leaves me thinking that we are not living into commitments as a sanctuary city. Our current federal immigration crackdown has enacted racist, terrorizing violence on communities, creating a climate where regularly attending school or participating in daily parenting tasks like school pick up has become laden with fear and decisions between education and safety.<br><br>The work being done by the educators and families at Latino Youth High School embodies what many of us educators view as the essence of student-centered pedagogy– meeting students where they are, understanding their complexities and histories, and supporting them to reach educational milestones that will give more opportunities for their futures. This type of work needs more resources, as has been identified at the state level years ago when the state legislature finally admitted to what most educators know as common sense– the students with the most needs need the most resources, not punitive measures based on metrics that do not reflect the realities inside and outside the buildings.<br><br>I implore you to do the right thing: Reinstate the funding that was pulled from Latino Youth High School as soon as possible based on the knowledge of the context in which the enrollment has dropped. Allow the teachers and leaders to continue the complex work of supporting the students and families at the school and in the community. We know all too well what it looks like in Chicago when we pull resources and punitively respond to shifts in enrollment without looking at the contexts, histories, and policies that have driven such enrollment declines– families struggle to trust the local schools to care for their children without the proper resources. Do not set up Latino Youth HS to fail, they need you to signal that you are fully supporting the school for the students who are there and the students who do not feel safe right now to be present. Those living in fear do not need to see cuts at the school as further messaging that they are not worthy. |
| 2 | Good morning. I an a parent with two children at CPS neighborhood schools. Both children also have IEPs. I am communicating with all of you out of an abundance of frustration with CPS, CTU, and the public overall with regard to diverse learners. I am an active engaged parent in my children's school. I volunteer regularly, attend our LSC meetings, and advocate when I can. I have spent the last week trying to understand why the 2024-2028 contract would agree 146 students is a reasonable case load for a single Case Manager position. That within that 146 speech only IEP count for .2 and 504s count for .2. (See 49-4 of the 2024-2028 contract). This means a Case Managers case load could be at max |

| | |
|---|---|
| | 730 students. I do not know what a solution to this is while we live and work within the timeline of this contract but I know students needs are not being met. IEP deadlines are missed, services are not administered, diverse learners are falling even further behind their peers, and CPS is left vulnerable for lawsuits. Based on my experience and observations minimizing the case load will not be enough. There needs to be an audit of existing IEPs and 504s. Employees need to be retrained on deadlines and what to do when they miss deadlines. There needs to be more clear information for families on their rights and who they can contact. A speech IEP has the same deadlines and requirements as a full IEP and should count as 1 student. Last fall when it was found there was abuse in employee travel spending there was an immediate freeze on employee travel. The public outrage is still loud. How can we not summon the same urgency and passion for our diverse learners? |
| 3 | Thank you for your time, efforts, and consideration.<br><br>I've been a CPS parent for 10 years and have a 10th grader and a 7th grader. I'm also a software engineer who has been working with AI for years out of necessity for my job.<br><br>By now I hope you've already read through and heard all the reasons we need a 5 year moratorium on generative AI in our elementary and high schools in Chicago, from the lack of personal information security to alarming levels of surveillance to the unchecked data mining of our students' inputs.<br><br>For me, that's enough reason to put a hold on generative AI in schools, and a reason to interrogate the already district-approved products that share data with Anthropic and OpenAI.<br><br>I tried to give my comment live, but the *6 wasn't unmuting for me .<br><br>Every day we read another story about an artist or writer who finds their work has been scraped by AI and recreated without their permission, let alone their knowledge. Securing recourse is nebulous at best, Sisyphisian at worst. And these are adults! Our students do not have the same rights over their work and data, and many of the vendors on the CPS approved list are not forthcoming about how they are sharing our students' data. CPS must do better than saying they've been rigorous in their review of these vendors, they must continually reassess and demand accountability and security as part of the contracts with these companies. |
| | |

**ATTACHMENTS**

**Dr. Angel Alvarez, CPS Board Written Public Comments Meeting 10/23/2026**

Dear CPS Board Members:

I also want to thank the Board for convening committees on students with disabilities, academic progress and budget sustainability. A cynic might ask why it took years to get here. I prefer to be an optimist, because I know we can do better and we have to.

My message is simple. Selective enrollment should stay. These schools give thousands of students an exceptional education at a lower average cost per student than other district-run CPS schools, and I have fought to expand access to them and to gifted education more broadly. What needs to change is the application process, which is not working the way it was intended.

Three changes since 2012 deserve the committees' attention.

- Enrollment has fallen far more for low-income students than for students overall. CPS lost about 100,000 students between SY2012 and SY2027 (404,151 to 304,687), but low-income enrollment fell by 137,268 (347,229 to 209,961), which is more than the total loss. This followed the closure of about 50 schools that served mostly low-income children of color. Schools that were majority Black or Latino in 2012 account for 92% of the drop in low-income students. Chicago has always been hypersegregated, and my maps show schools still are.

- The number of students with IEPs has risen while enrollment has fallen. It went from 49,419 to 56,124, and the share of students from 12.2% to 18.4%. About nine in ten schools saw their share rise. These students need additional investment, and they are underrepresented in selective enrollment schools.

- Selective enrollment schools have changed sharply. At the selective high schools the low-income share fell from 63% to 46%, and at the selective elementary schools from 61% to 36%. The ten selective schools with the largest drops each lost 16 to 59 percentage points of low-income share, and the ten with the largest racial shifts each moved 13 to 48 points.

Tables A and B, enclosed with this letter, list the selective elementary schools and the selective high schools in order of their change in low-income share. For each school they also show how the racial and ethnic makeup changed, as percentage-point changes in each group's share and as pie charts for SY2012 and SY2027.

The tier system CPS has used for more than 15 years is a large part of the problem. I have said that it disadvantages low-income Asian students in places like Chinatown and low-income Black and Latino students on the South and West Sides. The data in the report support that concern. By my estimate the formula places about 30,000 Black children, 6,000 Asian children and 17,000 Latino children in tracts that land in a higher

tier than their incomes alone would put them. The income figures in CPS's 2018 to 2021 tier files also do not match Census figures for any of the four years I tested. The formula has not worked the way it was intended.

There are simple, practical fixes. They include local norming, which compares each student with peers at their home school, additional assessments beyond a single exam, and universal screening and testing so that students with disabilities and gifted students who are overlooked have a fair chance to apply. My simulations suggest these changes can raise access meaningfully at a small cost in average scores. They need to be in place before this cycle's admission decisions are issued. Otherwise we will repeat a process that denies opportunities to talented students who have been denied them for years.

Please work with me. I am willing to sign a data use agreement so that CPS and I can test these changes on the full application data. The time is now.

Be well,

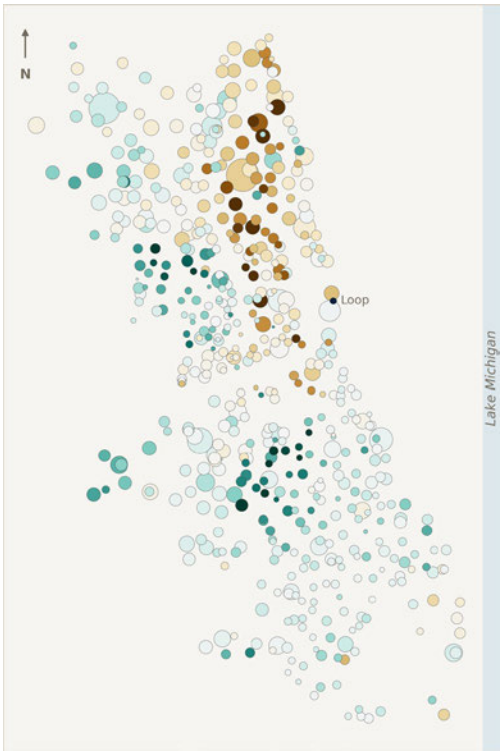
Dr. Angel Alvarez

# How CPS schools changed, SY2012 to SY2027 by Dr. Angel Alvarez

Each circle is a school open in both years (562 schools); circle area = SY2027 enrollment. Green-teal = the group became a larger share of the school; brown = a smaller share. All six maps use the same color scale.

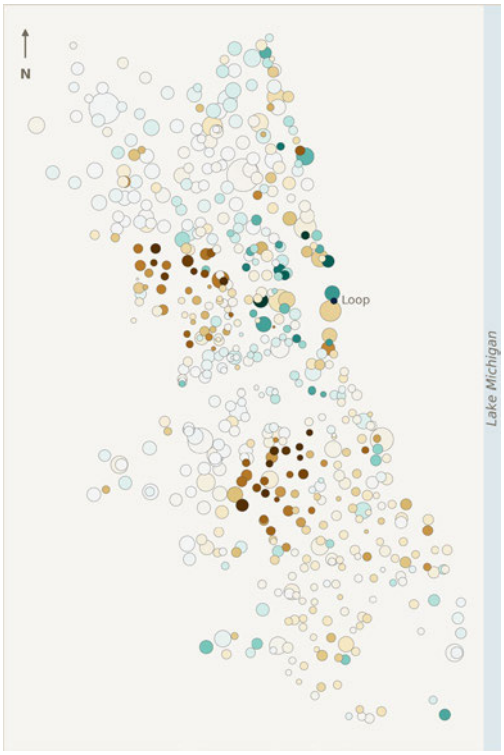
## Latino

44.1% → 45.6% (+1.5 pts)



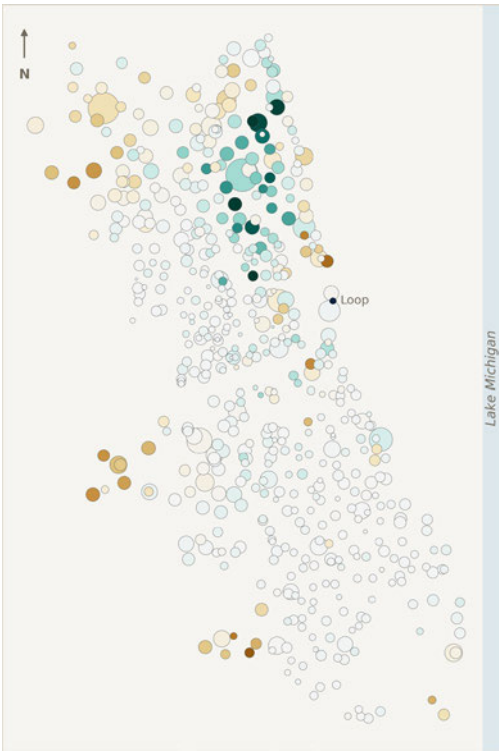

## Black

41.6% → 34.4% (−7.1 pts)



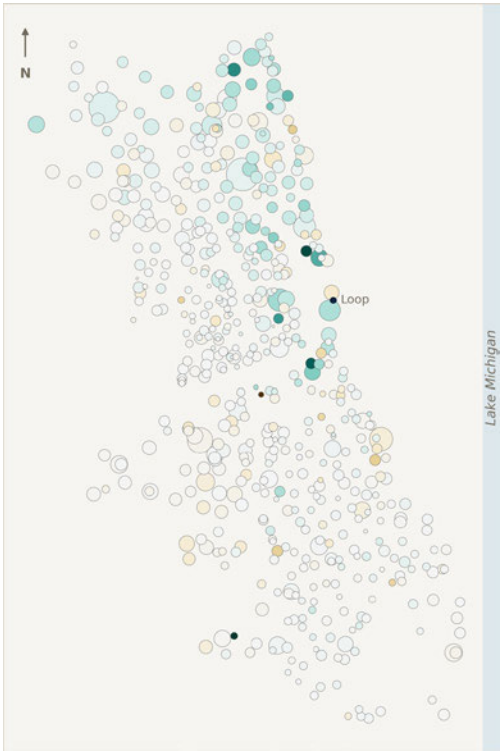

## White

8.8% → 12.1% (+3.3 pts)



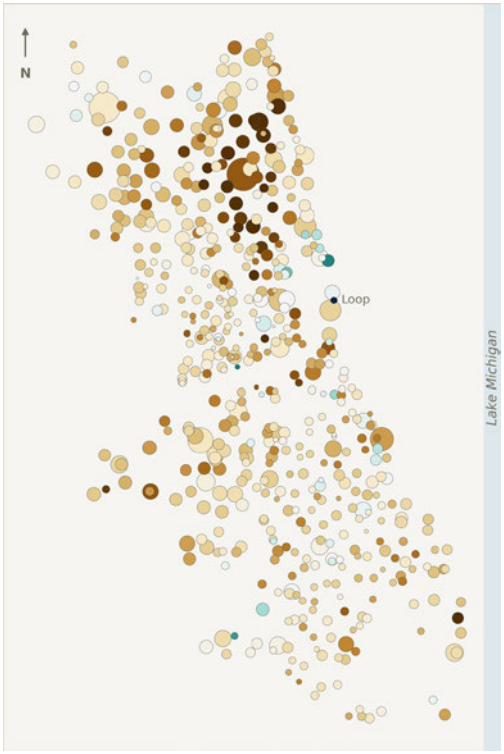

## Asian / Multiracial / Other

5.5% → 7.8% (+2.3 pts)



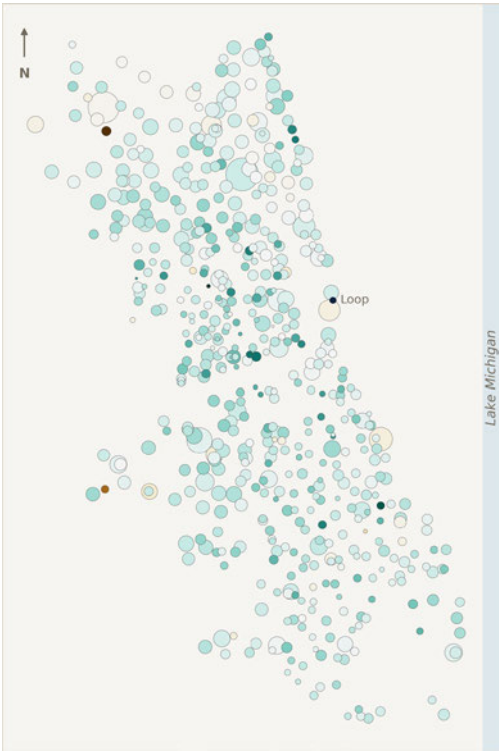

## Low-income students

85.9% → 68.9% (−17.0 pts)




## Students with IEPs

12.2% → 18.4% (+6.2 pts)




Change in the group's share of each school's enrollment, SY2012 → SY2027 (percentage points)

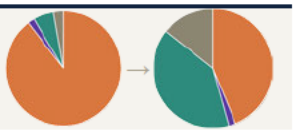
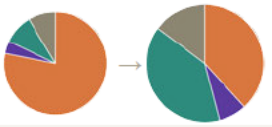



Analysis by Dr. Angel Alvarez of CPS and FOIA data (2012 to 2026). Low-income definition changed over time (SY2012 free lunch only; SY2013–23 free/reduced; later "economically disadvantaged"/"low income"). Students with IEPs: source term changed (SpED, Students with Disabilities, "Diverse Learners" in SY2024).

# Selective-enrollment elementary schools: low-income and racial/ethnic change, SY2012 to SY2027. Analysis by Dr. Angel Alvarez

Top 5 of the 20 selective-enrollment elementary schools open in both years. Pies show each school's racial/ethnic mix in SY2012 (left) and SY2027 (right); pie area is proportional to enrollment, same scale for every pie.

## Largest drops in low-income share

| # | School | Enrollment SY2012 → SY2027 | Low-income students SY2012 → SY2027 | Low-income share SY2012 → SY2027 | Change (pts) | Racial/ethnic mix SY2012 → SY2027 |
|---|---|---|---|---|---|---|
| 1 | **Pulaski †**<br>Network 6 · Logan Square | 860 → 933<br>(+8%) | 755 → 268<br>−487 students | 88% → 29% | **−59.1** |  |
| 2 | **McPherson †**<br>Network 2 · Lincoln Square | 687 → 895<br>(+30%) | 579 → 312<br>−267 students | 84% → 35% | **−49.4** |  |
| 3 | **Orozco**<br>Network 7 · Lower West Side | 636 → 281<br>(−56%) | 628 → 149<br>−479 students | 99% → 53% | **−45.7** |  |
| 4 | **Pritzker †**<br>Network 6 · West Town | 668 → 683<br>(+2%) | 412 → 163<br>−249 students | 62% → 24% | **−37.8** |  |
| 5 | **Morton †**<br>Network 5 · Humboldt Park | 344 → 302<br>(−12%) | 318 → 183<br>−135 students | 92% → 61% | **−31.8** |  |

## Largest shifts in racial/ethnic mix

| # | School | Enrollment SY2012 → SY2027 | Latino Δ pts | Black Δ pts | White Δ pts | Asian/Multi / Other Δ pts | Total shift in mix (pts) | Racial/ethnic mix SY2012 → SY2027 |
|---|---|---|---|---|---|---|---|---|
| 1 | **Morton †**<br>Network 5 · Humboldt Park | 344 → 302<br>(−12%) | **+20.9**<br>2% → 23% | **−47.5**<br>97% → 49% | **+20.5**<br>0% → 21% | **+6.1**<br>1% → 7% | **47.5** |  |
| 2 | **Pulaski †**<br>Network 6 · Logan Square | 860 → 933<br>(+8%) | **−45.8**<br>90% → 44% | **+0.1**<br>2% → 2% | **+34.2**<br>6% → 40% | **+11.6**<br>3% → 14% | **45.8** |  |
| 3 | **Keller**<br>Network 10 · Mount Greenwood | 246 → 209<br>(−15%) | **−2.2**<br>15% → 12% | **−14.3**<br>41% → 27% | **−25.0**<br>37% → 12% | **+41.5**<br>7% → 49% | **41.5** |  |
| 4 | **McPherson †**<br>Network 2 · Lincoln Square | 687 → 895<br>(+30%) | **−40.0**<br>78% → 38% | **+3.8**<br>4% → 8% | **+30.0**<br>9% → 39% | **+6.2**<br>9% → 15% | **40.0** |  |
| 5 | **Skinner North**<br>Network 4 · Near North Side | 242 → 514<br>(+112%) | **−6.7**<br>11% → 4% | **−15.5**<br>18% → 3% | **−14.5**<br>36% → 21% | **+36.7**<br>35% → 72% | **36.7** |  |

Latino · Black · White · Asian / Multiracial / Other

 = 500 students (pie area ∝ enrollment)

Analysis by Dr. Angel Alvarez of CPS and FOIA data (2012 to 2026). Selective-enrollment elementary schools = schools whose GoCPS program list (SY24 files) includes "Selective Enrollment" (classical schools and regional gifted centers) and that were open in both years (20 schools); the designation is applied to all years. † The school also hosts a non-selective (neighborhood or magnet) program, so its figures cover selective and non-selective students together. Total shift in mix = half the sum of the four groups' percentage-point changes. Asian / Multiracial / Other combines Asian, multiracial, Native American, Pacific Islander, Middle Eastern/N. African and not-available. Low-income definition changed over time (SY2012 free lunch only; SY2013–23 free/reduced; later "economically disadvantaged"/"low income").

# Public Comment to the Chicago Board of Education

## October 22, 2026 Board Meeting

To the President and Members of the Chicago Board of Education:

I am a grandmother and permanent guardian of a Chicago Public Schools student with disabilities. I am submitting this comment as a follow-up to my participation in the October 15, 2026 Special Education Advisory Committee meeting.

I attended that meeting because I believed the creation of a Special Education Advisory Committee represented an important opportunity for families of students with disabilities to raise systemic concerns directly with those responsible for oversight.

I raised serious questions concerning missed IEP services, access to compensatory education, staffing, transparency following serious incidents involving students with disabilities, and accountability when families encounter similar problems at the same school years apart.

**Those questions were not substantively answered.**

During the meeting, I heard other parents and caregivers raise important questions about IEPs and services their children were not receiving. Some parents communicated in Spanish through interpretation. Regardless of the language spoken, the concerns shared a common theme: families want to know what happens when an IEP says a child should receive a service, but the child does not actually receive it.

**That question deserves a clear answer.**

I also previously submitted a detailed written public comment explaining my concerns. During the October 15 meeting, the Board President stated that he had not received my letter.

**That creates an additional concern.**

If members of the public submit written comments concerning special education, what process ensures those comments actually reach the members of the Special Education Advisory Committee and the Board?

I respectfully request that the Board determine what happened to my previous written comment and clarify the process used to receive, distribute, preserve, and publicly post written comments submitted for Special Education Advisory Committee meetings.

More importantly, I am again asking for answers to the underlying special education questions.

### 1. Missed IEP Services

When a student's IEP requires speech therapy, occupational therapy, physical therapy, social work, specialized instruction, paraprofessional assistance, or another service, what accountability mechanism ensures that the student actually receives those services?

When services are missed, how quickly must parents be notified?

### 2. Compensatory Education

When compensatory education is awarded because a student did not receive required services, what safeguards ensure that families can realistically access those services before the remedy expires?

A remedy should not exist only on paper.

Families with limited financial resources, transportation difficulties, employment responsibilities, or children with significant disabilities may encounter substantial barriers accessing outside services.

The effectiveness of compensatory education should be measured by whether the child actually receives the services - not simply by whether CPS made services theoretically available.

### 3. Special Education Staffing

With ongoing concerns regarding CPS finances and staffing, what safeguards will prevent shortages of special education teachers, SECAs, therapists, social workers, and other related-service professionals from resulting in missed IEP services?

The Board should publicly track vacancies and missed special education services so families do not discover months later that their child has accumulated significant service deficits.

### 4. Cluster Classrooms

How will the Board ensure that cluster classrooms remain appropriately staffed and are not overcrowded because of staffing shortages or budget pressures?

Children with significant disabilities may require smaller environments, individualized instruction, communication assistance, sensory supports, additional supervision, and properly trained staff.

Their needs cannot simply be absorbed into a staffing formula.

### 5. Accountability and Transparency

When a parent raises concerns about a serious incident involving a student with disabilities, what standards govern how quickly the parent receives the incident report and what information may legally be redacted?

When substantially similar concerns arise at the same school years apart, what process determines whether the original problem was actually corrected?

**These are not abstract policy questions.**

They determine whether children with disabilities receive the education, services, safety protections, and remedies to which they are entitled.

I respect presentations concerning children's emotional health and anxiety. Those issues are important. But a Special Education Advisory Committee must also be willing to address difficult questions about whether CPS is actually delivering the services contained in students' IEPs.

Parents should leave these meetings with more than acknowledgment that their concerns were heard.

**They deserve answers.**

I respectfully ask the Board and the Special Education Advisory Committee to respond to these questions and establish a transparent method for tracking concerns raised by families, identifying who is responsible for responding, and reporting what corrective action is taken.

**A budget is a financial document.**
**An IEP is a commitment to a child.**
**A remedy should actually remedy the harm.**
**And public participation should lead to accountability - not simply become part of the record.**

Thank you for your consideration.

Respectfully,

**A Grandmother and Permanent Guardian of a CPS Student with Disabilities**

Chicago, Illinois

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

October 21, 2026

RE: Immediate support needed for Latino Youth High School

To the Chicago Board of Education Members,

As a former CPS teacher and a current CPS parent and community member, I am writing in support of the students, families, teachers, staff, and leaders at the Latino Youth High School. Learning that funding was pulled midyear due to CPS rescinding the "hold harmless" policy and practice of the recent past has left immigrant families with less resources exactly when they need them the most leaves me thinking that we are not living into commitments as a sanctuary city. Our current federal immigration crackdown has enacted racist, terrorizing violence on communities, creating a climate where regularly attending school or participating in daily parenting tasks like school pick up has become laden with fear and decisions between education and safety.

The work being done by the educators and families at Latino Youth High School embodies what many of us educators view as the essence of student-centered pedagogy– meeting students where they are, understanding their complexities and histories, and supporting them to reach educational milestones that will give more opportunities for their futures. This type of work needs more resources, as has been identified at the state level years ago when the state legislature finally admitted to what most educators know as common sense– the students with the most needs need the most resources, not punitive measures based on metrics that do not reflect the realities inside and outside the buildings.

I implore you to do the right thing: Reinstate the funding that was pulled from Latino Youth High School as soon as possible based on the knowledge of the context in which the enrollment has dropped. Allow the teachers and leaders to continue the complex work of supporting the students and families at the school and in the community. We know all too well what it looks like in Chicago when we pull resources and punitively respond to shifts in enrollment without looking at the contexts, histories, *and policies that have driven such enrollment declines*– families struggle to trust the local schools to care for their children without the proper resources. Do not set up Latino Youth HS to fail, they need you to signal that you are fully supporting the school for the students who are there *and the students who do not feel safe right now to be present.* Those living in fear do not need to see cuts at the school as further messaging that they are not worthy.



Kristy Ulrich Papczun, Ph.D.
[redacted]

**Strengthening Local School Council & Professional Personnel Leadership Committee Engagement and Implementation**

The Chicago School Reform Act of 1988 created Local School Councils (LSC) to encourage grassroots participatory democracy among parents, community members, school staff, and students. In 1989, about 17,000 candidates ran for LSC representatives. Since their inception, there has been a steep decline in interest and participation despite major recruitment campaigns for parents and community members led by the Office of LSC Relations and other Chicago-based philanthropic and education advocacy organizations. About a decade later, in 2000, there were approximately 5,500 LSC seats and only 7,000 candidates, causing many candidates to go unchallenged. In 2026, following a citywide election, we still have 317 schools with LSC vacancies and many lack enough participation to form quorum. The persistence of this trend of disengagement and disinvestment suggests a systemic lack of support for hyper-local democracy led school reform. This is in violation of the spirit of the Illinois School Code and must be reversed.

The Board of Education reaffirms its commitment to a full partnership with LSCs and Professional Personnel Leadership Committees (PPLCs) as full democratic partners in school leadership in all aspects of their school's educational programs including but not limited to curriculum, budget, and school improvement. In addition to their statutory governance powers, the advisory and collaborative role of LSCs must be recognized and honored. As such we need to offer protections in order to ensure democracy in our schools.

Whereas, LSC and PPLC members add distinct value and knowledge of school policies and procedures to school governance via the Local School Councils, with their insights into curriculum, budget, and school improvement.

Whereas, increased and sustained participation in LSCs and PPLCs is contingent on Chicago Public Schools' commitment to upholding the founding principles of LSCs and inspiring the broader CPS community to elevate the voices of their respective communities through democratic representation.

Whereas, all LSC and PPLC members and their families should be fully protected from retaliation or abuse by anyone and are afforded by CPS the same privileges and protections afforded any other elected official under state law and enforced by the appropriate departments.

1. Be it therefore resolved, the Board recognizes the specific value of LSCs and PPLCs and reinforces their authority and the insights that they bring to all matters of the education program at their schools including but not limited to curriculum, budget, and school improvement.
2. Be it therefore resolved, LSC members are elected officials and should be granted 3 minutes of speaking time during public speaking before the Board of Education.
3. Be it therefore resolved, the Board will actively work with all decisionmakers, including the Illinois General Assembly, toward converting all alternative or advisory LSCs to

traditional LSCs and provide any probationary schools with extra resources to establish, engage, and empower their LSCs in school reform efforts. This matter will be added to the Board's legislative agenda. Additionally, district schools that do not currently have an LSC (such as CPS Virtual Academy) will be expected to develop these school governance bodies.

4. Be it therefore resolved, the Board will establish a district-wide Professional Personnel Leadership Committee Advisory Board (PPLCAB) similar to the Local School Advisory Board (LSCAB) model to make recommendations to the LSCAB and the Board of Education. Furthermore, the Board will honor section 1-24 of the Chicago Teacher's Union Collective Bargaining Agreement at any time a traditional PPLC is not in place.
5. Be it therefore resolved, vacancies may not be leveraged to improperly interfere with the democratic voice of the broader school community. Matters of undue pressure, quid pro quo, or procedural manipulation will be subject to thorough investigation.
6. Be it therefore resolved, the Board will add to Section VII (C) - Nepotism, that LSC members with Relatives employed at the school must also abstain from voting and discussion on principal evaluation and contract renewal. This rule will be added to the exceptions currently stated in the Code of Ethics: the entire budget, the entire CIWP, and any transfer of funds that may affect the relative. Failure to disclose such a relationship should result in immediate disqualification.
7. Be it therefore resolved, in order to fill vacancies that require a constituent poll, the principal and/or remaining teacher/staff representatives will inform all constituents of the vacancy within 5 days of it occurring and begin the nomination forms submission window only during the academic calendar year. Polls for vacancies should only take place during the academic year within one week following the application deadline set by the LSC.
8. Be it therefore resolved, all LSC teacher and non-teaching staff members who win a poll of their constituents and are fit for employment will be appointed by the Board of Education and retain their positions from the time of the poll and throughout their tenure as long as they remain fit for employment. Furthermore, all LSC teacher and non-teaching staff members who win a poll of their constituents, then have their positions redefined or teaching programs altered without the consent of the employee or are subject to unwanted transfers must have those personnel changes reviewed and approved by the Board of Education or the Board's third party designee before they are instituted. Anytime a poll winner is rejected by the Board, a new poll must take place at the local school.
9. Be it therefore resolved, the Board of Education will establish guardrails regarding the evaluation of LSC teachers and staff members that balances legal requirements and contract obligations regarding professional evaluations. LSC members tasked with principal evaluation should not be placed in the uncomfortable position of being evaluated by that principal at the same time. Likewise, the principal should also not be placed in the uncomfortable position of directly evaluating their evaluator. The intent of this item is to avoid implicit and explicit oppression via quid pro quo or retaliation.
10. Be it therefore resolved, the Board of Education will support the establishment of decorum training and add it to the mandatory training for all LSC members including and

principals. Maintaining decorum at public meetings is established as a priority for all LSC members including principals with the recognition that mistreatment of the individuals or misapplication of processes does harm to school communities and that principals are to consult and be actively advised by the LSCs and PPLCs. The Board will also link Open Meetings Act training through the district's online training portal. Furthermore, the Board will reexamine the provision of LSC training so that it better aligns with the Illinois School Code and is more adaptable to the needs of each local council, related to their school improvement plans.

11. Be it therefore resolved, whenever possible, all communication from the District to LSC members at the same school should include all members at the same time without preferential communication and done in a manner that respects the Open Meetings Act, such as blind copying all LSC members at a school on advisory emails from OLSCR.
12. Be it therefore resolved, the Board will create a set of expectations regarding the protection of democratic participation in school communities via LSCs, PPLCs, and advisory bodies (LSCAB, PPLCAB, etc.) noting that decorum and civility is a priority for Local School Council members. This will be formed to protect and model the free exchange of ideas for the entire school community, especially our students, with the recognition that mistreatment of the individuals or processes at the table, including the weaponization or misapplication of policies, does harm to school communities.
13. Be it therefore resolved, the Board will set expectations for the release of budget and policy information in a manner that provides for the thoughtful partnership of all constituencies. Monthly Local School budget documents and detailed budget transfer information should be provided to LSC and PPLC members more than 48 hours prior to any regular Local School Council meeting, and annual budget documents should be released in a manner that allows collaborative partnership with Local School Councils and the development of multiple annual budget allocation drafts over multiple months.
14. Be it therefore resolved, all LSC members including chairs and principals should be committed to the tenets of the Open Meetings Act (OMA), adopt best practices for implementing OMA and ensure that equity of voice is protected for all LSC members. This includes protecting the ability of LSC members to place items on the open meeting agendas for consideration by the council in an OMA protected meeting.
15. Be it therefore resolved, any alleged violations of these policies will be given top priority by the administrative hearings, inspectors general, or any other CPS department responsible for policy enforcement. During the process of investigating any violations of this policy, investigators will only maintain anonymized narratives from enforcement departments for the public record.

**Other Key Procedural Improvements for Consideration:**

1. The Board will set a goal to provide draft budgets for the upcoming school year early enough to allow LSCs to work collaboratively with principals through that process, with a target release date of March 30th with guidelines for the initial draft being established during the April LSC meeting, review with recommended changes taking place in the May LSC meeting and final budget approval by the LSC in the June meeting.
2. All LSC public meeting agendas and approved public meeting minutes are to be posted and catalogued on their school websites. LSCs and PPLCs will each select one member to have editing access to a dedicated web page on the school website for the purpose of posting public meeting agendas, minutes and as directed by the PPLC or LSC, recordings of public meeting proceedings.
3. The Board will actively work with all decisionmakers, including the Illinois General Assembly, toward converting all alternative or advisory local school councils to traditional local school councils and provide any probationary schools with extra resources to establish, engage, and empower their local school councils in school reform efforts. This matter should be added to the Board's legislative agenda.
4. The Board will actively work with FACE to clearly define the role of the Office of LSC Relations with an emphasis on empowering community voices.
5. Establish an independent democracy ombudsman office committed to the values of hyperlocal democracy established in the Illinois School Code. This office must be independent of the CEO and CPS bureaucracy. The head of this office must operate independent of the CEO and CPs bureaucracy and be secured by a 5 or 10 year contract extended and renewed directly by the Board of Education.
6. Reform the LSC Advisory Board so that appointed positions require recommendation and approval by the Board of Education or are converted to fully elected positions. In either instance a PPLC Advisory Board should also be created to follow the model established in our schools by the Illinois School Code.

**Quick Fixes:**

- Note that the Safe Schools version of the LSC training does not include Module 9 regarding the roles and responsibilities of officers. This doesn't need to be in the policy, it simply needs to be corrected.
- All LSC members are mandated reporters. This training should be added to the Safe Schools platform.

LSC Background Information