

Zoom Translation Instructions

- Change My caption language Spanish

The image shows a Zoom meeting interface. The main screen displays 'CPS 2'. At the bottom, there is a toolbar with icons for Audio, Video, Participants, Chat, React, Share, Apps, Record, Q&A, and a 'More' button. A red box highlights the 'More' button, which has opened a dropdown menu. In this menu, the 'Captions and translation' option is selected, and a sub-menu is visible. This sub-menu includes a toggle for 'Translation' (which is turned on), 'My speaking language: English', 'My caption language: Spanish', 'Show original and translated captions' (which is highlighted with a blue checkmark), 'View full transcript', and 'Caption settings'.



WELCOME

Bienvenidos

Casas Listening Forum

Foro para escuchar de Casas

Virtual | Tuesday, June 17, 2025
CPS Zoom Platform
3:30 pm - 5:30 pm

Welcome Remarks

Objective and Purpose for Today:

- Recap what we've heard
- Establishing Design and Advisory Committees
- Define Criteria for Making Recommendations
- Principal Selection Process
- Where do we go from here
- Q/A

Para los que necesitan traducción en español.

En la parte inferior de la pantalla hay un icono que dice "Hide Captions"
Haga clic en el botón. En el cuadro que dice "Captions and Translations"
(subtítulos y traducciones). Donde dice "Translation" Mueva el botón a
encendido. Donde dice "My caption language" tiene que cambiar el idioma
de mis subtítulos a Spanish (español)

Norms for Engagement

- **Be Present and Engaged**
- **Listen Respectfully:** Allow others to speak without interruption, seek to understand different perspectives, and avoid judgment.
- **Stay on Topic:** Keep discussions relevant to the agenda, manage time effectively, and address off-topic items separately if necessary.
- **Challenge Ideas, Not People**
- **Allow Equity of Voice**

Para los que necesitan traducción en español.

En la parte inferior de la pantalla hay un icono que dice "Hide Captions"
Haga clic en el botón. En el cuadro que dice "Captions and Translations" (subtítulos y traducciones). Donde dice "Translation" Mueva el botón a encendido. Donde dice "My caption language" tiene que cambiar el idioma de mis subtítulos a Spanish (español)

Our Commitments

- Listen and gather community feedback and input
- Facilitate an equitable process
- Provide transparency

Para los que necesitan traducción en español.

En la parte inferior de la pantalla hay un icono que dice "Hide Captions"

Haga clic en el botón. En el cuadro que dice "Captions and Translations" (subtítulos y traducciones). Donde dice "Translation" Mueva el botón a encendido. Donde dice "My caption language" tiene que cambiar el idioma de mis subtítulos a Spanish (español)

Community Connections

Welcome Remarks

What We've Heard About Programming

Building the Design and Advisory Committee

Criteria for Making Recommendations

Decision-Making Process for Principal Selection

Where We Go From Here & Q/A



Who We Heard From

- Parents/Guardians
- Teachers and Staff (ELPT, Dual Language Teacher, Kindergarten teacher, Middle School teacher)
- Student Input (via parents)

What We've Heard From You

Emerging Themes

Community Identity & Continuity

- Casas is a close-knit, family-oriented school where students are deeply known by staff.

Student-Centered Programming

- Parents praised existing supports like after-school tutoring and clubs (e.g., soccer, chess, NJHS).

Mental Health & Bilingual Supports

- A consistent call for full-time social workers, nurses, and bilingual staff.

Parent Involvement & Communication

- Parents want stronger leadership roles and families enjoy events like Winter Wonderland and presentations of learning

What We've Heard From You

Academic and Student Support Services

- Full-time nurse and full-time social worker (currently part-time or shared across campuses).
- Speech therapy, occupational therapy, reading intervention, and SEL programs like RethinkEd.
- Strong advocacy for bilingual education continuity and expansion, with push-in/pull-out supports for ELL students.

What We've Heard From You

Extracurriculars that Matter

Valued existing clubs and activities:

- Soccer, basketball, volleyball, chess, ESL Club, Spanish Club, Theater Club.
- NJHS and student leadership experiences.
- Science and arts-based enrichment clubs.

What parents want:

- Music, art, acting, dance, and STEM clubs to be reinstated or introduced.
- Holiday parties and cultural celebrations to come back—with the caveat that parents would have helped if they knew budget cuts were the issue.

What We've Heard From You

Family Engagement Practices

Existing practices families value:

- Winter Wonderland, family nights, trunk-or-treat, learning exhibitions, and cultural events.
- Presentations of Learning where students share their growth and academic progress with families (described as more meaningful than standard report cards).
- Title I PAC and Bilingual Parent Advisory Committees. Monthly bilingual meetings and Friday newsletters.

What parents want:

- Desire for more leadership opportunities for families.
- Interest in virtual or flexible-scheduling workshops for working parents.
- Preference for communication in Spanish and through user-friendly platforms (some struggle with ParentSquare).

Considerations: Programming Limitations

As programs are considered by the community, CPS will use data-driven analysis to assess current offerings in the surrounding area and guide decision-making, while avoiding unintended consequences such as:

- **Competition:** Avoiding duplication of specialty programs (e.g., STEM, IB, Dual Language) offered by nearby schools that could fragment enrollment
- **Oversaturation:** Monitoring for overlapping programming across the region that could lead to inefficiencies or underutilized resources
- **Facility Limitations:** Evaluating the physical capacity of the school building to ensure it can support new electives or extracurriculars without compromising safety, access, or quality

Community Connections

Welcome Remarks

What We've Heard & Programming

Building the Design Committee and Advisory Council

Criteria for Making Recommendations

Decision-Making Process for Principal Selection

Where We Go From Here & Q/A



Building the Design Committee



To serve as a conduit for ongoing feedback and recommendations to district leadership on academic and extracurricular programs that meet the unique needs of each campus community.



Membership, with representation of parents, students, teachers, and community members. The Design Committee will be co-led in partnership with the CPS Transition Team.



Members will be expected to attend 60 mins virtual meetings and participate in subcommittee work as needed.



The design committee will provide regular updates to the broader school community, during listening sessions, ensuring transparency and keeping families informed.

Design Committee Sample Work



Live Poll

Collaborates and survey families, staff, and students:

- Recommends course offerings, electives, and enrichment programs
- Helps define the student and family learning experiences
- Meet with CPS academic departments to understand program implementation, timeline, and limitations
- CPS Network Chief + Principal make final decisions

Building the Advisory Council



The Advisory Council helps lead the school through its transition to CPS by advising on key decisions, setting priorities, and ensuring the voices of families, students, and staff shape a welcoming and inclusive future.



Membership, with representation of parents, students, teachers, and community members. Advisory council will be co-led in partnership with the CPS Transition Team.



Members will be expected to attend 60 mins virtual meetings and participate in subcommittee work as needed.



The Advisory Council will provide regular updates to the broader school community, during listening sessions, ensuring transparency and keeping families informed.

Advisory Council Sample Work

Collaborates with CPS Transition team and CPS Network Chief:



Live Poll

- Provide input on possible characteristics of desired principal, review resumes, interview candidates, co-support structure for the community to meet potential candidates.
- Recommend strategies for family and community engagement
- Advise on school culture and climate priorities
- Identify needs and concerns during the CPS transition
- Review and respond to key district proposals or changes

Two Teams, One Shared Vision



Community Connections

Welcome Remarks

What We've Heard & Programming

Building the Design and Advisory Committee

Criteria for Making Recommendations

Decision-Making Process for Principal Selection

Where We Go From Here & Q/A



Goals for Community Recommendations

Identify simple, community-approved recommendation-making criteria.

- Establish an agreement on what makes a representative sample.
- Create thresholds to how recommendations will be made and shared.

Criteria for Representative Sample

If decisions are made based on the input of only a small or unbalanced group, they may not reflect the true needs or desires of the whole school community. A representative sample helps ensure that:

- The voices are heard of all families, across grade levels
- Programming decisions are equitable, not skewed by who happens to show up.

Criteria for Representative Sample

Live Poll

What percentage of families do you believe should respond for a survey to be considered representative of Casas' community?

- 30%
- 40%
- 50%
- 60%+

Threshold for Making Recommendations

Live Poll

If we ask families to vote on key elements, such as school design and programs, what percentage of agreement should we require before moving forward with a recommendation?

- 60%
- 70%
- 75%
- 80%

Threshold for Making Recommendations

Open Discussion:

- Why do you feel that your selected choice is fair or important?
¿Por qué cree que la elección que ha seleccionado es justa o importante
- Who should see the results after recommendations are presented? *¿Quién debe ver los resultados después de que se presenten las recomendaciones?*
- What should we do if responses are split or there's no clear majority? *¿Qué debemos hacer si las respuestas están divididas o no hay una mayoría clara?*
- Should there be a clear timeline for when feedback is collected and when decisions are shared?
¿Debería haber un cronograma claro sobre cuándo se recopilan los comentarios y cuándo se comparten las decisiones?

Community Connections

Welcome Remarks

What We've Heard & Programming

Building the Design and Advisory Committee

Criteria for Making Recommendations

Decision-Making Process for Principal Selection

Where We Go From Here & Q/A



Decision Making for Principal Selection

The Office of Network Support (ONS) will identify the CPS Network Chief who will ensure the following:

- Open a city-wide principal position for eligible applicants to apply
- Take the first review of candidates resumes, screening, and narrow down applicants
- Advisory Council review top three applicants, create a community meet and greet with the applicants
- Advisory Council will make a recommendation to the CPS Network Chief
- CPS Network Chief will make the final decision regarding Principal Selection

Community Connections

Welcome Remarks

What We've Heard & Programming

Building the Design and Advisory Committee

Criteria for Making Recommendations

Decision-Making Process for Principal Selection

Where We Go From Here & Q/A

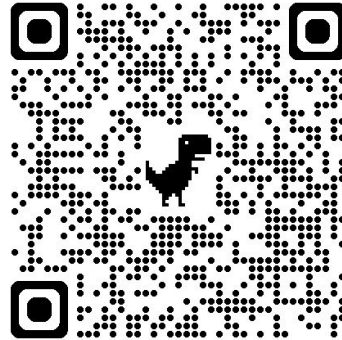


Where We Go From Here

- Spring 2025: Listening forums, committee recruitment, and early planning
- Fall 2025/Winter 2026: Launch of advisory council and design committee and internal CPS incubation/transition team, continued listening forums, website, community updates
- Spring/Summer 2026: Design implementation, preparing for opening and students, continued listening forums, and community updates
- Fall 2026: Schools open as CPS-operated schools

Where We Go From Here

Design Committee and Advisory Council [Sign Up](#)





Chicago
Public
Schools

INNOVATION
& INCUBATION

