



June 15, 2020
Quarterly Board Meeting
Montessori School of Englewood

Location: Telephonic (per Executive Order Nos. 2020-07, 2020-33, and 2020-44)

Present:

Board Members: Thom Hale, Mike Sculnick, Joe Motto, Karen Anderson, Peter Cunningham, Ebonie Townsend, Peter Talmers, Tanesha Peoples, Marcus Robinson, Jim Sulzer, Derek Hull, Marvin Hoffman

Administration: Rita Nolan, Maggie Mikuzis, Nyela Wells

University of Chicago Booth School of Business Fellows: Deanna Wiblitzhouser, Aaras Shah

Minutes taken by: Joe Motto

I. Call to Order

Hale called the meeting to order.

II. COVID-19 Status Update

The board shared lively and lengthy discussion about the school's response and operations amidst the COVID-19 crisis and shutdown, including:

- Maintaining interactions with our students, development of remote curricula and transition to the remote learning environment in April, distribution of supporting technology, and related efforts.
- Making available and serving hot meals to the students—hundreds of meals per day—largely through the Trotter Project and other resources. Mikuzis described the logistics (daily intake, distribution, and other aspects) of this incredible effort.
- Facilities-related items (some COVID-related, others not), including installation of two hand sanitizers per floor (with a goal for five per floor/one per classroom),



which were donated; cleaning supplies; school fogging in March, with another scheduled for August; regular cleaning of “hot spots”; replacement of light fixtures; wax scraping and glossing of stairs; added hose and spigot for garden; had some flooding in basement, which was cleaned up last week; repainting and plastering second and third floors; restoring murals; deep cleaning of all classrooms starting late in June; and remodeling the front office.

Additional details on certain aspects of the foregoing are set forth in the Executive Director’s report, Ex. A.

We await word of CPS planning relating to COVID-19 for the 2020-2021 school year.

III. UofC Booth Fellows Project

Anderson introduced the project the fellows have been working on—development of a manual for operations in response to significant school disruptions like the current pandemic.

Shah and Wiblitzhouser described that they have spent the last six weeks getting to know the MSE team, documenting existing protocols, and surveying staff and children for reactions to the school’s response. They intend to develop a backward-looking scorecard, with the intention of understanding what happened, how the MSE team adapted, and how effective the school’s response was for families and staff; generating an operational how-to guide for major disruptions, including school personnel roles and responsibilities, communications with families, and facilities-related steps; and identifying what has permanently shifted and trends we can take advantage of based on the pandemic.

IV. George Floyd Killing

Hale led discussion concerning the recent killing of George Floyd, the board’s recognition of the discrimination faced by black people in the country, and the real issues that still need to be addressed to combat discrimination—issues that are of pressing concern for our community, families, and students.

V. Finance

Sculnick led discussion on school finances. Budget to actual results through April 30, 2020 have been received from the accountant and show a \$200k+ deficit. But it is likely that deficit is overstated. We are working through some issues and, based also on recent donations, expect the deficit to be smaller.



Inland Bank disbursed to us a \$515k Paycheck Protection Program loan under the CARES Act. We are in the process of evaluating appropriate use of the funds according to government regulations and the potential impact on funding from other sources.

A draft budget for 2020-2021 is underway and will soon be presented for approval.

VI. Development

Hull led discussion on development highlights and also expanded on the tremendous food mobilization effort spearheaded with Jose Andrés and funding from The Trotter Project, which is supplying thousands of meals in the community on a weekly basis. The effort has garnered widespread positive attention and praise through the work of those organizations and involvement of school staff, board members, and community members. See Ex. B, PRWeb Press Release. Thanks and applause were roundly shared for Hull's and others' efforts in this regard.

Hull also described recent wins, including our receipt of an unrestricted gift from Archer Daniel Midlands and a restricted gift from Blue Cross/Blue Shield.

VII. Facilities

Sulzer, Mikuzis, Cunningham, and Hull led discussion on various facilities-related items, as well as the potential acquisition of the facility. We will be reaching out to the CPS director of real estate and exploring the procedures associated with the City's sale of property (e.g., public auction, appraisal).

There was also discussion of the loss of planters from the garden area and responses and next steps concerning that issue.

VIII. Executive Director's Report

Wells discussed the recent virtual graduation for our 8th graders, delivery of diplomas, photographs, and great staff turnout. It was a great success. See Ex. C, Graduation Announcement. See also Ex. A, Executive Director's Report (including principal's speech to graduating class and Trazai Wells' Award to Janiyah Strong).

Nolan led discussion on the other aspects of the executive director's report, including some exciting new school hires; plans for the Urban Montessori Institute, including that the 15-member elementary 1 and 2 cohort will come back and do exams, but given the environment we



will not be doing the primary CMS this summer; and different potential scenarios for opening in the Fall.

IX. Head Start

Nolan discussed current items of note with regard to Head Start.

We were awarded 80 slots. It is unclear if that funding will apply retroactively for the year or only beginning May 1, 2020.

X. Prior Board Meeting Minutes

Anderson moved to approve the minutes of the April, 2020, quarterly board meeting, which were circulated in advance. Robinson seconded, all voted in favor, none opposed. Minutes approved.

XI. New Business

There was no new business.

XII. Public Participation

Opportunity was given for public comment.

XIII. Adjournment

With no further business, the meeting was adjourned.

The next quarterly meeting of the board will be on Monday, September 14, 2020, at 6:00 p.m., via teleconference.

Exhibit A



THE **Montessori School**
of Englewood | A Chicago Public
Charter School

6936 South Hermitage Avenue | Chicago, Illinois 60636

Executive Director Report

06/15/2020

Principal's Speech to the Graduates, Class of 2020

Over the years in my several different roles at TMSOE, I have watched all of you grow in some capacity. You have made me laugh, upset me, encouraged me, and most of all made me proud to serve you. I am going to miss each of you, and I want all of you to remember that you can achieve anything you put your mind to and practice makes permanent. I leave you with one of my favorite quotes, one that I tried to get you to understand in our African American Studies class.

“If you can control a man's thinking you do not have to worry about his action. When you determine what a man shall think you do not have to concern yourself about what he will do. If you make a man feel that he is inferior, you do not have to compel him to accept an inferior status, for he will seek it himself. If you make a man think that he is justly an outcast, you do not have to order him to the back door. He will go without being told; and if there is no back door, his very nature will demand one.”

--Carter G. Woodson

Open your minds to learning as much as you can, own that knowledge, and speak your truth. You are all wonderful individuals in your own right, think for yourselves, and do not be afraid to make mistakes-- they grow you! Control your thinking and you control your destiny.

Peace and Much Love Class of 2020!!

MSE graduated 23 students this past Friday. Below is the link to the graduation recording:

https://drive.google.com/file/d/1zX4zQW65DT_BsxnUjg9218Epu8l6SFHP/view?usp=sharing

The Trazai Wells' Award was given to Janiyah Strong for her perseverance, tenacity, and caring spirit. Janiyah Strong embodies the endurance that Trazai possessed despite her circumstance. Her smile was infectious and so is Janiyah's.

Primary

Throughout this pandemic, the Primary's commitment to the health and safety of our students and staff have been at the center of all decisions. Our students transitioned to remote/distant learning on April 13th. We wanted to make sure that we are providing our students with as much academic support as possible during this leave from school. Teachers created schedules for students to participate in live learning sessions. Learning packets, interactive zoom broadcasts, lessons/assignments were posted weekly to SeeSaw. 73% of our students participated in our virtual learning sessions with the support of teachers, parents, and support staff. Teachers and support staff have been contacting parents twice a week, to address any needs or concerns they may have.

Lower Elementary

The Lower Elementary team made the switch from ClassDojo to Google Classroom after spring break. Before the live launch, they created a nine-week scope and sequence of math, language, history/geography and science work with tiered follow up (grade level follow up) on IXL and through workbooks that they chose as a team. Each teacher was responsible to film at least one video lesson a week, which ensured that each student received: two math, one language, one science or history, one sight words, two writing, and one phonics lesson a week. Each individual classroom team also recorded three read aloud per week. Most teachers stepped up and filmed between 3 and 5 lessons a week, which meant Lower El had a bank of 12-15 lessons a week to pull from. Students were also assessed at the end of each week and the scope and sequence were fine-tuned. Progress reports were sent out weekly to parents so that they were aware of their child's participation in E-Learning and completion of expected work.

Upper Elementary

The Upper Elementary team moved to daily zoom or google classroom sessions with students after spring break. To maintain a feeling of connection and consistency, we tried to use this time to return to class routines (our "morning meeting" and pledge, wishing others well, and giving shout-outs). In addition to daily math, reading, and writing assignments, we attempted to provide variety in remote learning with read-aloud, science and history videos, zoom art classes, and games.

Teachers checked in with families at least weekly by call or text, although, between academic support calls and daily texts for assignments/zoom meetings, our rate of contact was much higher. Sent weekly progress reports by text so parents were aware of how students were doing with their work. One upper el teacher went to the school to pick up computers and personally drop them off to a few families who struggled to make it to the building to get technology. Another teacher did drive-by "home visits" on a few families who'd been hard to reach.

Middle School

Middle School set up google classrooms for each discipline: Mathematics (four groups), Science, Civics, ELA (two groups), Digital Literacy, and one for general middle school announcements.

Middle School established a schedule for daily google meet classes: Math four times per week, ELA three times per week, Science and Civics twice per week, and African American Studies once per week.

Middle School Contacted parents weekly via [remind.com](https://www.remind.com), texts, and phone calls regarding student academics as well as meal pick-up at the school.

MSE graduated 23 students this past Friday. Below is the link to the graduation recording: https://drive.google.com/file/d/1zX4zQW65DT_BsxhUjg9218Epu8l6SFHP/view?usp=sharing

Special Education:

COVID-19 was extremely difficult for our Diverse learners. While parents and grandparents took an active role in making sure their child participated to some extent, the majority of our Learners found it difficult to attend remotely. Transitioning from a daily routine with a much-needed structure was no longer possible. Transitioning from being around students and teachers daily, was very difficult for some. For the Diverse Learners, trying to set-up their classroom so that you are able to teach each child according to their IEP goals was very challenging.

On a positive note, those Diverse Learners that participated with the other students in the general education department, showed confidence when they answered questions and sometimes held their peers accountable when they said nothing. Some of the students enjoyed remote learning and looked forward to working with the teachers, but conversing with their classmates. Moving forward, some of the things we will be taking a look at our other models that have successfully taught Diverse Learners and how we should present engaging lessons remotely. We need to also look at how the students can independently get into their lessons and we hold them responsible.

Bilingual:

The Bilingual program received an education voucher from Kids Keep Learning valued at 1,000 dollars for essential items and learning resources during the coronavirus. The bilingual coordinator and the individual families shopped together on Amazon. All items were delivered within one week.

The Bilingual Team Created daily supports in the Google Classroom for general education core content to make content more accessible. Types of supports include full translation, graphic organizers, visuals, key vocabulary, sentence starters and frames, and rhymes. Offered daily zoom calls to assist with Google classroom work completion.

The Bilingual Team maintained contact with ELL parents weekly. Assisted undocumented families with finding funds through online resources. The application processes for funds have started. Assisted parents with understanding their taxes and next steps.

The Bilingual Team Delivered work packets to students' homes and troubleshot computers.

Multi-tiered Systems of Support

The MTSS program received an education voucher from Kids Keep Learning valued at 1,000 dollars for essential items and learning resources during COVID-19. The Academic Interventionist selected items based on the student's MTSS goals and corresponding SEL needs. The 26 families in Tier 3 MTSS were contacted about the scholarship and the upcoming deliveries. The MTSS Team sent home letters to MTSS families about MTSS and remote expectations.

Operations:

Building:

Planning for an emerging and infectious disease such as COVID-19, it is critical we protect the health and welfare of our students, families, and staff. To maintain a safe school environment TMSOE has taken the following steps:

1. Preparing for the risk of the outbreak before school closures.
2. Purchasing supplies in advance of the breakout.
3. Committing to a thorough deep-clean during the closure.

The information below consists of our cleaning schedule and guidelines for cleaning.

Amid the COVID-19 Outbreak when school was still in session TMSOE purchased in February two hand sanitizer stations per floor (A total of six were placed in the building). Starting in mid-February, one maintenance crew member was specifically designated to sanitizing “hotspots” in the building where most individuals gather.

The building was fogged on March 26th and after the deep clean is complete will be fogged one more time. (Do Right Services Company will be completing the fogging and deep clean). The next fog will take place mid-summer

During School Closure the following deep clean will take place:

Classrooms (Week 1 of Closure-March 16th)

- o Remove and clean the garbage and recycling cans inside and out
- o Scrape and clean all windows
- o Remove all tape and residue from windows
- o Clean window ledges
- o Clean vents
- o Clean light fixtures
- o Wash down walls
- o Clean black and whiteboards and chalk trays
- o Clean baseboards
- o Scrape corners and edges
- o Clean doors including windows, kick-plates and door jams
- o Scrub floors – in predetermined spaces
- o Disinfect and clean furniture

Restrooms (Week 1 of closure)

- o Remove and clean the garbage/recycling cans
- o Scrape and clean all windows and remove all tape and residue
- o Clean window ledges
- o Clean vents
- o Clean light fixtures
- o Wash down the walls
- o Clean under toilets
- o Clean under sinks

Entrances (Week 2 and 3 of closure)

- o Remove and clean the garbage and recycling cans inside and out
- o Scrape and clean all windows
- o Remove all tape and residue from windows
- o Clean window ledges
- o Clean vents
- o Clean light fixtures
- o Wash down walls
- o Clean black and whiteboards and chalk trays
- o Clean baseboards
- o Scrape corners and edges
- o Clean doors including windows, kick-plates and door jams
- o Scrub floors – in predetermined spaces

Hallways (Week 3 and 4 of closure)

- o Remove and clean the garbage and recycling cans inside and out
 - o Scrape and clean all windows
 - o Remove all tape and residue from windows
 - o Clean window ledges
 - o Clean vents
 - o Clean light fixtures
- Hallways Continued
- o Wash down walls
 - o Clean lockers in/out (where applicable)
 - o Clean baseboards
 - o Scrape corners and edges
 - o Clean doors (windows and kick-plates)
 - o Scrub floors – in predetermined spaces

MSE is currently planning on responses for fall COVID-19 responses for the campus for the fall following all CDC and CPS guidelines.

Building closure projects include:

- Plumbing work in all bathrooms (completed)
- Fixing all light fixtures in the entire building (completed)
- Scrape and paint on all lower-level stairs (completed)
- Clean and paint terrazzo (completed)

Adding hose spigot for outside gardening(completed)
Outside catch-storm basins to be cleaned to prevent back-ups during heavy rains (completed)
Painting and plastering of the second and third floors (Begins June 15th)
Deep clean of all classrooms(Begins June 22nd)
Painting of floors (Begins late June)
Remodeling front office(Began June 10th)

Partnerships:

MSE has built numerous partnerships to help provide support for our families during COVID-19. **The Trotter Project** provided sustainable meals through their partnerships with World Central Kitchen, United Airlines, Chef's Garden, Viola Imports. **Over 15K meals were served.** The Trotter Project donates **100 gallons of milk** weekly. Few Spirits also donated 80 bottles of hand sanitizers, and Starbucks donated over 100lbs of coffee.

MSE partnered with Slow Motion Meats providing over **1,500 meals for our families on Saturdays.** **Dr. Geeta Maker-Clark** provided organizations that supplied over **1,500 masks.** **Rush Medical University provided custom made masks for our frontline staff.**

Winston & Strawn contributed over \$2,500.00 to our pajama drive to provide new clothes for our families. **Ken Barry**, from Winston & Strawn, also provided over 100 books for our students. Board Member **Joe Motto**, also from Winston & Strawn also provided \$1000 worth of books for our young scholars. **St. Andrew's Church, attended by board member Karen Anderson provided the** community with many essentials such as toothpaste, diapers, toiletries, and sensory items for 50 families. Sima Cunningham, daughter of board member **Peter Cunningham** and friends provided basic essentials to families including snacks, water, toiletries, and clothes. She also arranged for alumni from the children's choir to perform a lunchtime concert in the garden. Stringent rules for wearing masks and social distancing were followed. **MSE board members** also donated masks, groceries, and monetary gifts to aid in our efforts.

Rogers Park Montessori Parents donated over 1K worth of items and gift cards for our families to purchase basic essentials and educational supplies for our students. The **Association of Illinois Montessorians** donated \$1,000 to help with our COVID response.

Master Gardeners and MSE's Garden Team began planting in the garden this past week.

Family and Community Engagement

MSE completed **15-20 home visits daily** to drop off food and essential items to our neighbors and families. All students who are part of the Student Transition Living Situations Program were called **bi-weekly** by our office manager to check on any needs. MSE FACE was on-site

Monday-Friday from 9 AM-1 PM to assist families in passing out masks, food, and all other essentials.

Technology

MSE's Technology team reconfigured and distributed **130 laptops** to students. We also re-Configured our Online Environment to support Remote Learning which included manually creating and entering 220+ New Login Accounts for students. We also provided three Google Classroom Training for staff. We engaged CPS and pressed for additional equipment to fill gaps in our technical capacity. We received and reconfigured 40 CPS initiated devices. We also, provided full technical support for all students and teachers. We developed a Remote Learning Infrastructure that provided access to more than 300+ students. MSE met all CPS-mandated deadlines with 100% Digital Security Compliance

Remote Laptop Recovery Protocol

The goal is to recover all of the assets that have been distributed to our student body due to the Covid-19 Pandemic and resulting Remote Learning requirement. Below is the recovery progress.

Normal Use--K-7

- Review of Laptop Distribution Inventory spreadsheet maintained by Operations to determine which families have Assets and how many per family (make special note of multi-Laptop Families and sort into a separate list)--**Target Completion Friday, June 5th**
- Develop two Call Lists--**Target Monday, June 7th**
 - Single Asset by Level and by Class from the Inventory
 - Multi-Asset families
- Initiate Calls to parents Wednesday, June 10th in advance of June 17, class cessation. Multi-Asset families notified **once** to return all units
- Begin recovering assets by Monday, June 15 thru Friday June 19

Normal Use--8th Grade

- Maria will handle the Recovery for 8th Grade Students in conjunction with diploma pickup on 6/11

Unused--All Grades

- Teachers will identify those students that have NEVER used the distributed Asset.--**Target Friday, June 5th**
- Parents notified to return Asset to the School beginning Monday, June 8th.

Receiving Procedure

- Names will be checked off upon receipt. A complete return equals Laptop and Power Chord
- Tech Operations will place receptacles in the back of the Auditorium for returned Assets
- Tech will check the status of all returned Assets and return into inventory

STLS (Student Transition Living Situations)

All students part of the **STLS program** were called **bi-weekly** by our **STLS** Coordinator to check-in on any needs. Our **STLS** Coordinator dropped off any items that families requested to bridge any type of gap. Home visits are conducted on Monday, Wednesday, and Fridays - **Averaging 10 families per day**. CTA cards are continuously provided. MSE kept data on all families via a secured Google Drive document to maintain records of communication.

Attendance

Primary: **73%** contact with parents

Lower Elementary: **87%** contact with parents and **66%** attended class regularly (six weeks or more)

Upper Elementary **86%** contact with parents **82%** attend class regularly (six weeks or more)

Middle School: **92%** have been in contact and **85%** attend class regularly (six weeks or more)

The Behavior Team identified families with lower attendance and completed home visits on Tuesday and Thursday. MSE followed CPS note-taking for home visits and will keep all documents. The Behavior Team believes this experience has been extremely eye-opening to see the families in their home environment. Going forward, it will help us provide the needs of families.

MSE kept internal documents documenting each student and via ASPEN for CPS Compliance.

Enrollment: Enrollment is currently at 372 students.

Fundraising:

Board: \$58,986.00

Corporate: \$3,075.00

Grants: \$328,700.00

Individuals: \$91,781.06

\$482,542.06

\$150,000 is committed by The Weasel Fund.

Many of you have asked what you could still do to help? This is a Go Fund Me project put together by our staff.

Exhibit B

World Central Kitchen Ramps Up Local COVID-19 Relief Efforts By Teaming Up with Charlie Trotter's Non-Profit The Trotter Project

World Central Kitchen Ramps Up COVID-19 Relief Efforts In Chicago By Teaming Up with Charlie Trotter's Non-Profit The Trotter Project and Chefs Across The City To Feed Hard-Hit Families

CHICAGO ([PRWEB](#)) April 15, 2020 -- World Central Kitchen (WCK) today announced it is working with legendary Chicago chef Charlie Trotter's non-profit, The Trotter Project (<http://www.thetrotterproject.org/>), and chefs from across the city, including Food Network's Vegas Chef Prizefight winner Lamar Moore, The Fifty/50 Restaurant Group, DineAmic Hospitality's chefs Fabio Viviani and Katsuji Tanabe, Michelin-starred chef Carlos Gaytan of Tzucu restaurant, Feast and Imbibe's D'Andre Carter and Heather Bublick, and more to feed families in Chicago's hard-hit communities while also helping to keep restaurant workers employed. Within days of its launch just this week, the collaborative partnership has distributed nearly 2,000 individually packed grab-and-go meals to families in Chicago's hard-hit Englewood neighborhood.

Chef José Andrés – the world-renowned chef and humanitarian – founded the non-profit World Central Kitchen (<https://wck.org/>) in 2010 that's devoted to providing meals to those in need in the wake of natural disasters. "This initiative continues World Central Kitchen's deeply impactful humanitarian efforts, right here in Chicago," said The Trotter Project CEO Derrek Hull. "It's a natural fit for Chef José Andrés' World Central Kitchen to partner with the city's iconic hometown chef Charlie Trotter's non-profit, The Trotter Project, Chicago's incredible chef community, and allied companies and organizations, to support restaurant workers while also ensuring food insecure populations receive the food they so desperately need during this very difficult time."

With schools closed and so much uncertainty in the coming weeks and months, World Central Kitchen has increased its relief efforts during the global coronavirus outbreak and is working in tandem with The Trotter Project and Chicago's chef community to ensure young people and their families can access free meals in a safe way.

"The COVID-19 pandemic has exacerbated the existing reality of a lack of adequate healthy food for many neighborhoods in Chicago, including West Englewood, where children are chronically hungry" said Thom Hale, board of directors president of The Montessori School of Englewood. "The Montessori School of Englewood and community are thrilled and deeply grateful that World Central Kitchen and The Trotter Project are supplying hot, healthy meals to the students, families and other residents in Englewood. It's a profound acknowledgment and response to a critical unmet need. Families can now be better supported and sustained while the schools are closed and the directive to stay home exists."

Together with WCK, The Trotter Project and Chicago's chef community will continue to provide thousands of meals each day to families in need, having already begun with The Montessori School of Englewood, in Chicago's West Englewood community. Families will be able to pick up meals from 9:00 a.m. to 1:00 p.m. Monday through Friday at the school.

About The Trotter Project

Award-winning Chef Charlie Trotter's spirit of giving back to community lives on through The Trotter Project (TTP) — a GuideStar Platinum-rated 501(c)(3) non-profit organization established on his guiding principles of



excellence and service. Since its founding, TTP seeks to unite budding talent interested in the culinary and hospitality industries through its Pillars of Excellence Program, which is designed to educate, engage, and ignite curiosity through farm to classroom curriculum, skills sessions, scholarships, and community service. Learn more at TheTrotterProject.org.

About The Montessori School of Englewood

The Montessori School of Englewood (MSE) is a Chicago Public Charter Elementary School located in the West Englewood Community at 6936 South Hermitage Ave. Since opening its doors in 2012, it now proudly educates more than 380 students in grades K-8 as well as Head Start. The school offers an alternative curricular approach to serve the diverse ethnic, socioeconomic, language, and educational backgrounds of students entering elementary school. MSE is an open enrollment, free public charter school for students living within the Chicago city limits. Learn more at TMSOE.org.



Contact Information

Anne Miller

The Trotter Project

<http://www.thetrotterproject.org/>

+1 (408) 442-2082

Online Web 2.0 Version

You can read the online version of this press release [here](#).

Exhibit C

A Special Thank you to The Montessori School of Englewood Staff:

Executive Director- Rita Nolan

Principal- Dr. Nyela Wells

Assistant Principal of Curriculum and

Instruction- Jamie Knight

Assistant Principal of Specialized

Support- Leah Jowers

Director of Operations- Maggie Mikuzis

Head of Middle School- Maria Barksdale

Middle School Instructor- Mario Ford

Middle School Instructor- Dominique

Dyson

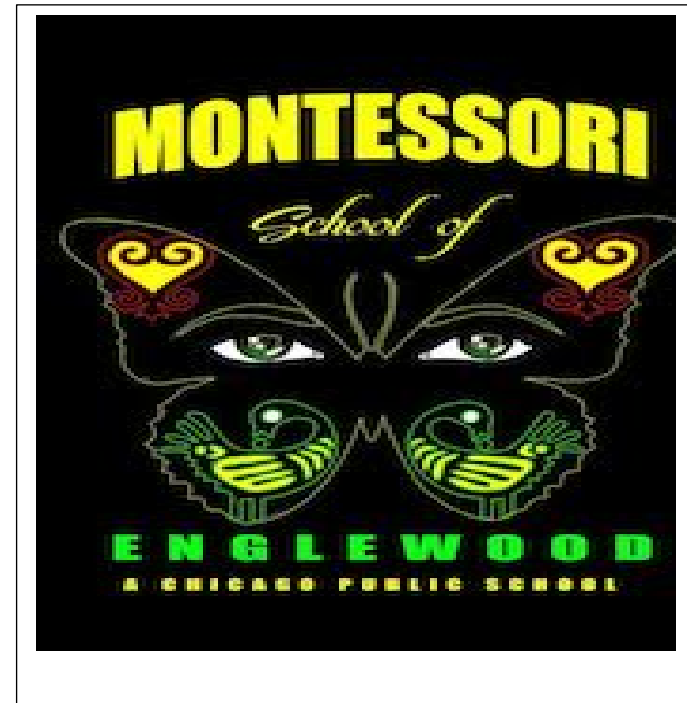
Middle School Instructor- Ghazy Mahjub



“Free the child’s potential and you will transform them into the world.” -Maria Montessori

The Montessori School of
Englewood

8th Grade Graduation



June 12th, 2020

10a.m.

The Class of 2020 is already creating history with
the first ever virtual graduation via Zoom.



Order of the Ceremony



Welcome- Rita Nolan

Song Selection: Pomp and Circumstance
Sir Edward Elgar

Student Welcome

Takayla Jones, Salutatorian

Student Address

Janiya Strong, Valedictorian

Special Video Selection

Principal's Address

Dr. Nyela Wells

Announcement of Graduates

Maria Barksdale

Farewell Address

Mr. Mario Ford

Recessional Song Selection

THE MONTESSORI SCHOOL OF ENGLEWOOD 6936 S.
HERMITAGE CHICAGO, IL.

THE MONTESSORI SCHOOL OF ENGLEWOOD 2019-2020 8TH GRADE SCHOLARS

We are extremely proud of our 8th graders and wish them the best at their new high schools this fall.

Brandon Alexander

Englewood STEM

Arlene Arredondo

Englewood STEM

Devonte Autry

Englewood STEM

Jalen Cannon

Englewood STEM

Tatianna Dowd

Englewood STEM

Malae Harris

Perspectives High School

LeAndrea Hester

Bogan High School

Marshay Jones

Englewood Stem

Takayla Jones

Johnson College Prep

Englewood STEM

Sa'Myah McGee

Morgan Park High School

Julisaa Montgomery

University of Chicago: Woodlawn

Jamari Murray

Hyde Park Academy

Ayanna Outlaw

Johnson College Prep

Tekia Phagan

Simeon High School

Krista Rogers

Art in Motion High School

Takayla Roland

University of Chicago: Woodlawn

Tiffany Saffold

Englewood STEM

School student will attend

Elijah Smalls

University of Chicago: Woodlawn

Janiya Strong

King High School

Navanna Walker

Englewood STEM

Katony White

Little Black Pearl

Andre White

Urban Prep-Englewood

Alexander Wofford

Hyde Park Academy

Our Graduates would like to thank: Mrs. Nyela (Dr. Wells) for all of her efforts during this school year. We appreciate her caring ways; how she's challenged and encouraged us. She's helped us become who we are and we want to express our sincere gratitude for all of her efforts on our behalf. - Julissa Montgomery, representing the Class of 2020