

Dear Francis W. Parker Principal Daniel B. Frank and Board President Rika Yoshida,

Two weeks ago, we created @fwpanonymous, an Instagram account dedicated to sharing and amplifying the experiences of students, faculty, staff, parents and alumni of Francis W. Parker. In our time at Parker, we felt that the administration did not give students adequate time, space, or understanding to share their stories of discrimination, microaggression, and other similar experiences, so we strived to create a space to do what Parker has not. We began @fwpanonymous in the midst of a national trend of similar accounts encouraging community members at predominately white institutions to come forward.

@fwpanonymous' 1,552 followers and 177 publicly shared posts provides evidence that our experience at Parker is not isolated. The narratives we have posted illuminate a culture of silence, racism, homophobia, xenophobia, and misogyny within Parker's walls that the administration has perpetuated. If you and your fellow administrators are truly dedicated to creating a safe space for all of Parker's students—not just a select few—we urge you to take these stories seriously and acknowledge the pain that lingers behind these words. It is clear Parker has failed to educate and condemn too many of its students—and failed to support even more.

Please read the entirety of our page. Here are some excerpts:

- ★ “To be black at Francis W. Parker is to have a lingering sense of self loathing.”
— Former Parker Student
- ★ “Before Parker, I never once questioned my self-worth. For two years I struggled with my identity and value... I have NEVER felt accepted or respected by my peers.”
— Parker ‘21
- ★ “I was just shocked recently to find the amount of brilliant, engaging, and classic black literature that I was never introduced to at Parker.”
— Parker ‘16
- ★ “I was assaulted on a choir trip to Italy by six men. It was the last night and the adults on the trip didn't take it seriously... Later, after my parents finally convinced the school that it was really bad, they finally took it seriously... During senior seminar, the teacher never gave me a warning when they were going to talk about sexual assault.”
— Parker ‘19
- ★ “For a while one day, there was a class of private-school kids riding in a bus around black neighborhoods, assigned with the task of taking photos of these neighborhoods' residents from the window of the bus.”
— Alumnus
- ★ “I learned a lot about power and anger during my freshman year, which came along with the discovery that Parker will never have my back as a woman.”
— Parker ‘22
- ★ “I was told if I continued to refuse to be in a class taught by him [inappropriate guidance counselor] ironically about sexual harassment and assault, I would not be allowed to graduate (despite straight As), despite me explicitly telling the dean that I was not comfortable with it.”

— Alumna

- ★ “I was too afraid to tell anyone [about repeated harassment] at Francis Parker, growing up in that community I know that their priority is the rich and white legacies, no matter how predatory they may be.”

— Alumna

- ★ “After I graduated I decided to publicly tell some of my stories and the consequences of the racism and discrimination I suffered. As a result of speaking out my sister’s financial aid package was cut.”

— Alumnus

- ★ “There are ‘invite only’ [parent] events, that are labelled as fundraisers, at which only the very wealthy seem to be invited to. And then, at those events, very little to no people of color.”

— Parent

- ★ “Once the words left my lips that I was ‘gay,’ people started treating me differently. The boys at Parker made me feel unimportant, too out of the box, and disgusting. They took away who I was.”

— Former Student

We hope you are disturbed by these obvious instances of negligence and oversight, and heartbroken by the despair of your students, parents, teachers, and alumni. We hope it is now clear to you that Parker’s culture cannot continue. You have created and preserved an environment where students live in fear of coming forward, believing the administration will either do nothing or protect their violator.

Although Parker’s current reality is deeply rooted in an American culture of racism, classism, sexism, and homophobia, it is the responsibility of the administration to seize this unprecedented moment in time and use it to transform the school. Parker’s system can no longer encourage students to stay silent and suffer further abuse for months, and sometimes, years. Parker parents cannot be excluded from grade-wide events and school fundraisers because of their economic status. “Civic Engagement” cannot include the objectification and zoo-like observation of Black neighborhoods. Black students can no longer live with a “lingering sense of self loathing.” Instances that are reported must be dealt with swiftly and transparently. Victims who come forward need to know when and how their violator has been dealt with.

We have developed a list of measures we demand the school take to support their students and fully commit to racial justice and equal treatment. If met, these demands will serve as the first of many steps necessary for Francis W. Parker to become the embryonic democracy and model home it purports to be. Vague speeches will no longer suffice. Parker needs to examine and dismantle its system of punishment and accountability, its deeply rooted culture of discrimination, and its failure to educate much of its primarily wealthy, white population. The school, the administration, the faculty, and the Board of Trustees need to take a look at what is being taught to students and at what age.

Our demands:

1. Establish a mandatory JK-12 Anti-Racism Curriculum

Much of Parker’s population has the privilege to ignore the history of racism and its effects on our school, city, country and world. As long as anti-racist education remains accessible only

through elective classes and extracurricular opportunities, many students will continue to take advantage of their ability to ignore “controversial,” “political,” or “difficult” topics. Parker must embrace its responsibility as a primarily white institution to educate its students on racism and racial history as young as three and four years old.

Parker needs to create an Anti-Racist Curriculum developed by BIPOC (Black, Indigenous, and People of Color) professionals and community members that lies outside of its history or English departments and lays out learning objectives for students over the course of fourteen years. The curriculum should include topics like cognitive dissonance, microaggressions, positionality, and privilege, in addition to the history of race in America and the current realities of race in America. The curriculum should be taught across disciplines—use science to teach about implicit bias, math to teach about prejudiced systems, so on and so forth—and graduate individuals with deep understandings of human biases and systems of inequality and drives to change those things.

Instances of discrimination and racism at Parker are not isolated in the Upper School, or even the Middle School. One current student wrote: *“In third grade, my brother got called a ‘mutt’ by one of his friends. I don’t think anything was done about it.”* A parent wrote: *“A six-year-old white boy and a group of other white boys told my six-year-old black daughter to go back to Africa and called her racial slurs.”* We’ve received a number of similar submissions detailing instances of racism students experienced starting in junior kindergarten at Parker, evidence that Parker must start teaching anti-racism the minute its students start classes.

There is no age at which students are too young to learn about racism—by teaching anti-racism throughout preschool and elementary school, Parker can start to reduce the number of racial aggressions its BIPOC students experience and work toward developing middle and high schoolers who are attentive in history class and call out instances of racism they see among their peers.

- a. *Start teaching the history of racism in an appropriate manner and the implications of certain phrases, like the n-word, when the situation arises, regardless of age*
 - i. According to [UNICEF, babies notice physical differences like skin and hair color at as early as six-months-old](#), and racial biases can begin to show by age five. Parker needs to actively educate all of its students against these racial biases as early as possible. The instances of racism four and five year olds perform is learned by the world around them, and it is Parker’s job to use education to undo that learning.
 - ii. Some of our submissions that detail racism at a young age involve microaggressions that Parker can actively educate against. For example, several Black female students submitted stories about white students touching their hair starting in junior kindergarten. Kindergarten teachers should teach students that actions like those, likely born out of curiosity, are unacceptable, and explain why in an age-appropriate way.

- iii. Although the Anti-Racism Curriculum should center around the Black experience and prioritize teaching Black history, it must also educate on the histories of all minorities, and represent all cultures in its teaching. This includes, but is not limited to, LatinX, Asian, and Native cultures/histories.
- b. *The Anti-Racist Curriculum established must be independent of all other departments (not within history), and include branches for parents, administrators, and faculty*
 - i. This curriculum must include mandatory branches for all students, faculty and administrators (including the college counselling and admissions teams).
 - 1. Students must learn the entire curriculum over the course of fourteen years.
 - 2. The designers of the student curriculum must develop a second curriculum for faculty and administrators that has similar educational objectives—everything from history to learning implicit biases and correcting that behavior. @fwpanonymous has received stories that detail microaggressions by teachers, administrators, college counselling, admissions, and other prominent school figures.
 - ii. All Parker parents are strongly encouraged to participate in a third branch of the curriculum that takes place after the work day and educates on the same objectives. The program should work in tandem with SEED (Seeking Educational Equity and Diversity) courses taught by BIPOC leaders. This curriculum will, again, teach parents active anti-racist behavior, educate against biases, and provide a space for active and open conversation among parents. Presentations and similar experiences should be offered in person (when possible) but pushed out via recorded video or Zoom to the entire parent and alumni community.
 - iii. The parent curriculum must be mandatory for parents, alumni, and anyone else who sits on the Board of Trustees, the Parents Association, or serves as any kind of a parent liaison or ambassador.

2. Prioritize Teaching Black Culture and History in a Non-Elective Setting and Improve Elective Offerings Taught from a Black Perspective

In our experience, much of Parker’s teaching about Black culture and history presents itself in an opt-in form. Although classes that focus the Black experience like Black Voice in America, Issues of Race, Class, Gender and Sexual Orientation, and Civil Rights Movement, are available, they are optional and often do not reach the students who could benefit most. Simultaneously, forums dedicated to discussing race (including groups like SOCA, WOCA, MOCHA, and the DEI Council) are extracurricular and optional, and again, often do not reach the students who would benefit most.

Along with the development and implementation of an Anti-Racist Curriculum taught through all departments, Parker must create mandatory classes that focus solely on Black and Black queer experience, culture, and history. Civil Rights Movement is presently the only history class that

focuses solely on the Black experience. The class “Crimes Against Humanity” barely touches on slavery.

Outside of a few classes and opt-in forums, there is little to no discussion about race. Parker only develops (optional) spaces for conversation around these topics after a major issue arises within the school, and even then gives white students more time, space, and opportunity to discuss. Parker must make mandatory conversation a key aspect of its Anti-Racist Curriculum. Conversations about race cannot haphazardly take place in student government groups moderated by students, but must be thoughtful, well designed, and run by capable adults who have experienced anti-racist training.

- a. *Change one of the tenth grade world history options to focus around Black history*
 - i. Sophomore year, students are randomly placed into two, semester-long electives to fulfill their World History requirement. These classes include Imperialism, Crimes Against Humanity, World Wars, Terrorism, The History of Creativity, War and Nonviolence, and several more. We demand that the history department eliminate and replace one or more of these electives and replace it with a substitute that teaches Black history. Too many students do not discuss Black history at all in their year of “world” history.
- b. *Teach more Black history in existing classes like American History, Crimes Against Humanity, Imperialism, World History, American Lit...*
 - i. Developers of the Anti-Racist Curriculum should work with history teachers to make sure their objectives are met within class curriculums.
 - ii. Separate from the Anti-Racist Curriculum, history teachers should work to put Black history and narratives at the center of their discussions, readings, and teaching.
- c. *Create more electives that focus on race in America available to upperclassmen*
 - i. Specifically, developers of the Anti-Racist Curriculum should work with teachers in science, math, ILIS, and language disciplines to develop electives that center around race while utilizing and developing the skills learned in that department.
 - ii. Cover more than just “Civil Rights Movement” in history elective offerings revolving around race.
- d. *Center BIPOC perspectives and work in all history and English classes*
 - i. English teachers should work to include a variety of writing by BIPOC authors in their classes. Every student should be taught and should discuss a piece of writing by an author that looks like them.
 - ii. Freshman year’s “Reading and Writing Across the Genres,” should feature a variety of cultures as well as genres. Every World Literature teacher should include a piece of writing from an international Black author.
 - iii. The incorporation of texts by Black, Indigenous and POC authors should not begin in high school. At three and four years old (and every grade thereafter), all students should be regularly exposed to a variety of authors who write about a variety of cultures.

- e. *Dedicate Martin Luther King Day to educating grades JK-12 on current day reforms and systems of oppression*
 - i. Martin Luther King Jr. Day should not be a day off for Parker students. Parker presently encourages students to spend the day studying for finals, ignoring the importance of the day altogether. Developers of the Anti-Racist Curriculum should use the day to further their consistent education that takes place outside of the classroom by presenting lessons on a variety of age-appropriate topics to grades JK-12 and creating space for mandatory discussion.
- f. *Teach Parker's history as a progressive school that benefitted from oppression*
 - i. Parker was created in 1901 by Colonel Francis Wayland Parker as a progressive school. John Dewey, the father of the progressive educational philosophy, never took the time to speak out about race and racism. [This investigation from Purdue University](#) concludes that Dewey centralized the white experience and did not support African American children.
 - ii. As alumni of the Francis W. Parker school, we have no idea how and when Parker integrated, when it first began hiring Black teachers, or anything else about the school's history involving race and racism. Our lack of knowledge here is an institutional and educational failure on Parker's part.
 - iii. At some point, students should be required to read this book, "Race and the Origins of Progressive Education, 1880-1929." <https://www.amazon.com/Race-Origins-Progressive-Education-1880-1929/dp/0807756512>

3. Support and Invest in Black Students

Although Parker wears its 38% diversity number as a badge of honor, the culture within Parker's walls and the level of support offered by administrators, teachers, students, admissions, and college counselling does not reflect a diverse and supportive environment for students of color. In order to embrace its mission as a progressive institution, Parker needs to support and invest in its Black students.

@fwpanonymous has received an alarming number of stories that detail teachers (all the way from JK through Upper School) telling parents of students of color their child is behind. A 2003 alumnus wrote: *"There was a teacher that mentioned to my mom that I might be behind—and that my parents should consider placing me into special ed classes... Turns out, that instead of needing special ed classes, I was already at college level proficiency in all subjects except reading comprehension."*

Teachers like this one put students of color that do not have adults available to advocate for them on an academic path that affords them fewer opportunities, diminishes morale and self-esteem, and does not allow for movement to higher tracked classes in the high school. That is not "diversity."

Parker needs to start at the base level and actively train its teachers not to stereotype based on race, class, or any other factor. Teachers need to support students when they need it, offer opportunity and resources to every single student, and actively educate against racism. Outside of the classroom, students must also have equal access to all clubs, sports, and other extracurricular activities, including those historically dominated by wealthy, white students. Coaches and faculty advisors to those clubs must be willing to work with and change meeting times for students who have legitimate conflicts or live far away.

- a. *Increase racial and economic diversity in grades JK-8 and reform the admissions process*
 - i. In Parker’s Upper School, friend groups are blatantly divided by race and class. It is your responsibility to change this persistent culture, primarily by increasing racial and economic diversity before ninth grade. Many students of color typically enter Parker in high school through the [High Jump Program](#), at a time when friend groups are clearly established. We demand that Parker admit a higher percentage of students of color and students on financial aid in junior kindergarten through eighth grade, but specifically focus on junior kindergarten through third grade.
 - ii. We ask that the admissions team commit to an end to legacy admissions. The admissions team must pledge to look at all candidates for an entering class without knowledge of their relationship to Parker, and admit students to the school based on fit, merit, and the values of a progressive education. Without an end to legacy admissions, Parker will continue to prioritize only its wealthiest families.
 - iii. The admissions committee must also pledge to [need-blind admissions](#). Many colleges participate in an admissions process where committees do not consider economic class or ability to pay when admitting students.
 1. One parent wrote to @fwpanonymous: *“While applying my little one into Parker, I was met with hesitation by the admissions committee. I was told that my daughter was “not ready” and I should reconsider holding her back another year due to lack of maturity... What I noticed in the upcoming year when reapplying was the same BS. I felt that I was being told these inaccuracies about my child because they just didn’t want her, a child of color with minimal economic means. My child was more than ready...”*
 - iv. We call upon the admissions committee to improve their interviewing and admissions system. Single and working parents may not have time off to come to Parker during school hours for interviews or other admissions-related activities. Parker must offer interviews either virtually or during more accessible hours (before or after school).
 - v. The admissions committee must actively support and check in on admitted students through their first year at Parker. We ask the admissions team to establish clear mentorship guidelines and processes for new BIPOC students entering in any grade.

- b. *Give teachers the resources to support black students*
 - i. The stories submitted to @fwpanonymous highlight a pattern of complicity among teachers. The Anti-Racist Curriculum developed for teachers must include concrete steps for each and every teacher to stand up, correct, and report instances of discrimination of any kind they see in their classroom.
 - 1. A '22 Parker student wrote: "... *He has told another student 'You talk black, and you sound unintelligent.'* *The student got away with it because when it was brought to the teachers' attention, they simply ignored it.*"
 - ii. Establish a Dean of Faculty to coordinate and oversee all professional development to ensure consistency and accountability across divisions as well as to provide support for teachers.
 - iii. Educate (and hire) teachers to support their students of color and have faith in their intellectual abilities. @fwpanonymous received too many comments about Parker teachers who wrongfully doubted or disparaged children of color: an experience that is unacceptable.
- c. *Provide equal opportunity for all students in the course selection process, specifically in tracked classes like math and science*
 - i. Many Parker students take advantage of outside tutors to help them understand complex material and ultimately receive good grades and attend competitive universities. Parker needs to offer each and every student the same tutoring resources outside of the classroom.
 - 1. One teacher like Mr. Wilson who offers math and science tutoring should be appointed in every department.
 - ii. Educate teachers to believe in all of their students. Teachers should not discriminate in terms of who they are willing to work with outside of the classroom. All students deserve extra time with teachers to develop a level of understanding that will help them in higher-level courses.
- d. *Provide equal opportunity for students in extracurricular activities*
 - i. Club meeting times should be developed to accommodate students coming from locations all over the city. Parker should develop a "Clubs Block," similar to Latin's "X Block," where clubs have adequate time to meet. Bigger organizations (like Cabinet) should not meet before school.
 - ii. All club leaders should have time to speak to incoming students during the "Bridge Program." Recruitment and leadership appointments for all clubs should take place in the fall (or rising ninth graders should not be appointed).
 - iii. Faculty Advisors and club leaders/members should participate in anti-racist training specific to their own club. Students should learn about the history of racism in groups like debate, government, theatre, The United Nations, and journalism, and also receive active training on how to make newspaper coverage, music selection, or debate topics all-inclusive and anti-racist.
 - iv. Parker needs to allow equal opportunity for all students who pursue sports in junior kindergarten through high school. Coaching staff often encourage programs like Windy City Field Hockey and NBU for older students, and

younger students often participate in travel teams to build their skills by choice. We demand Parker help bridge the gap for students who may not have access to expensive camps and trainings like these, and help students out with equipment and transportation fees when necessary. We also ask the Athletics Department and all coaches to participate in anti-racist training specific to the department. We encourage them to create an environment where students' success is not dependent on outside teams.

- e. *Ensure there is never one black student or POC student in a particular class*
 - i. Students should never be a “token” student in a particular class. Especially in classes where race is discussed, it is emotionally taxing and unacceptable to have to be one of the only (or one of a few) people of color in the room.
 - ii. End debates where students argue for or debate dehumanizing American systems. Students should not formally debate issues that call into question a person's humanity. Teachers must discuss and educate on these topics, but may not call upon students to argue over a group of people's humanity or right to live.

4. Centralize the LGBTQ+ Experience Through a New Curriculum

As alumni of Francis W. Parker, we have no recollection of any sort of LGBTQ+ education inside or outside of the classroom at Parker. We were not taught about pivotal moments in the history of LGBTQ+ rights, the development of specific terminology, or the history of our school or our city in relation to the LGBTQ+ community. We demand that Parker develop a LGBTQ+ Curriculum similar to the Anti-Racist Curriculum that develops learning objectives students are taught over the course of fourteen years.

Parker does not currently provide mandatory spaces for dialogue about homophobia. Many students at Parker have the privilege to ignore (and perpetuate) anti-gay rhetoric around them, and while conversation remains optional they will continue to do so. Parker must hold all of its students accountable to creating a safe environment and becoming active allies to the LGBTQ+ community.

Health and sex-ed curriculums should be all inclusive, and teach students about sex and sexual safety for all people—not just straight couples. Health curriculums should involve breaking down the definitions of words students may use to identify themselves.

- a. *Develop a sex-ed curriculum that equally represents and educates on all different kinds of sex and does not assume a recipient's sexual orientation*
 - i. Parker needs to ensure its sexual education curriculum is equally useful for students who identify as members of the LGBTQ+ community. When Parker brings in external consultants to teach on sexual health topics, it is the school's responsibility to make sure they are representative and inclusive. This must be true for fifth through twelfth grade.
- b. *Integrate LGBTQ+ history into the regular high school curriculum*

- i. Specifically in eleventh grade American History, students should learn about the Stonewall Riots, the Aids Crisis, landmark Supreme Court cases, and other pivotal moments in history.
 - ii. In and before high school, make sure the LGBTQ+ community is duly represented in terms of writings read and discussed in both history and English classes.
- c. *Ninth and twelfth grade health classes should discuss and break down terminology and give students vocabulary to identify themselves with*
- i. This includes sexualities, gender identities, and other spectrums of identification. Students should have the tools to learn about and identify their sexuality and sexual orientation before high school.

5. Reform the Discipline System

It is clear Parker's discipline system only protects a few of its families. By and large, Parker's "case by case" system allows wealthy students to act freely without fear of lasting consequence. Although Parker's handbook was recently rewritten to condemn instances of harassment, assault, and hate speech, a stricter, written policy tied to those statements is necessary. Well-meaning words and vague policies do not hold the school accountable to administering adequate punishments.

We demand that Parker release a concrete plan for dealing with serious actions, developed with the input of current students. The plan should include specific violations and their consequences, and should be readily available to the entire community. In the plan, administrators should outline the measures they will take after a given infraction, and simulate "case by case basis" by developing different plans for transgressions that occur in specific situations. Parker should lay out different plans for violations that occur on campus versus off, one month ago versus one year ago, one victim versus twenty-eight, and so on and so forth.

A public discipline policy ensures that major transgressions will be dealt with swiftly and transparently. We do not recommend Parker develop hard, unmovable policies for minor violations, but instances of hate speech, assault, harassment, and other similar violations must have a standardized response. When the disciplinary action being punished involves a victim, the victim needs to be consulted and informed (if they so choose) throughout the process. In the end, they have the right to know what happens to their violator. A strict, published policy allows for transparency without breaching the privacy of the perpetrator, and lets the community hold Parker accountable.

- a. *Get rid of "case by case basis," implement hard policies students can't bypass for serious offenses*
- i. We demand the creation and implementation of "Zero-Tolerance Policies." A "Zero-Tolerance Policy" would apply to major offenses that happen on or off campus, including hate speech, major instances of bullying, sexual harassment,

etc. Parker must implement immediate, recordable suspensions as a base punishment for all of these violations.

1. Repeated actions should yield increasingly severe consequences. If a student is suspended for an instance of hate speech and the administration continues to receive reports of hate speech after the suspension, a harsher punishment is necessary. If a student is reported for sexual harassment by more than one student, a harsher punishment or longer suspension is necessary.
 2. In conjunction with a recorded suspension, students who commit major offenses must be required to attend an educational course after their immediate punishment. The course should be taught by a professional, and should explain why their violation was major and fits into a larger context. This educational aspect is in line with Parker's progressive mission and provides a space for restoration and learning. Parents may not be able to excuse their child from this mandatory education.
- ii. Sexual assault or attempted sexual assault, on or off campus, must result in immediate expulsion.

b. *Discontinue "Day of Reflection"*

- i. Students who are suspended must have it reflected on their record. @fwpanonymous received too many stories (dating decades back) where a perpetrator received a day at home and no lasting note on their record or college application. Some students who received a day of reflection have altered other student's lives permanently, and are spared a suspension to preserve their academic standing. This is unacceptable.

1. A parent wrote: *"Remember the time when a particular boy became the subject of many girls' nightmares? Most girls in his class had been sexually harassed by him once. When this was brought to the administration, not much was done to the particular boy in question Only the infamous 'Day of Reflection' (what does that mean?)."*

If Parker truly aims to be a model home that raises responsible citizens, it cannot leave a category of students immune from punishment. A "Day of Reflection" is not education. It is not punishment. It is a way for the school to ensure its students attend competitive universities, wealthy parents continue to donate, and students who irreparably hurt others walk away unscathed. It needs to end.

c. *Allow victims the right of understanding a perpetrator's punishment*

- i. The psychological impacts of major violations run deep. Do not further traumatize a victim by not allowing them the courtesy of knowing what has happened to someone they've reported. We understand that sharing in-school punishments can be legally tricky, so it is imperative Parker write a public handbook of actions and their consequences. Parker must reevaluate its priorities and decide its duty is to the student body and to those who have been harmed—not to protecting perpetrators. By keeping outcomes quiet, Parker is

encouraging victims to stay silent and perpetuating a culture of abuse and harassment.

- d. *Make all donations to the school anonymous to administrators*
 - i. We demand that Parker implement a system that makes donations to the school anonymous to administrators and teachers. Although we understand certain figures at the school need to know the identity of the donor, we ask that information stay in the financial office, and remain separate from all members of the administration, to ensure an equitable discipline policy.
 - ii. Rooms, art, and other spaces named after families must have their names changed, and we demand Parker discontinue the practice of naming a room or space after a family's donation. As long as the names of wealthy families remain on Parker's walls, donations are not truly anonymous. The Heller Auditorium, the Kovler Family Library, the Sheridan Café, the Harris Center...

6. Allow and encourage students to tell their stories

- a. *Create and normalize a process for reporting major violations like harassment, assault, hate speech, and bullying*
 - i. Students who came forward about harassment last year were reprimanded for their method. Parker needs to implement and publicize how they want students to report instances of any major violation, so students feel empowered to do so.
 - ii. Students should be able to come forward in a group if each person has a similar or corroborating story. A student reporting a situation in which they were a victim is not slander or libel, but an act of bravery that often requires group support.
 - iii. It is not clear who students should report violations to. Establish and maintain one administrator as the adult who deals with discipline, and make it clear students should report to that person.
- b. *Allow freedom of speech for student publications*
 - i. Students should not only be encouraged to report their stories to the administration, but to the student body. Students should be able to tell their own stories in student publication platforms, free from censorship. Editors and faculty advisors should be responsible for making ethical and legal decisions.
 - ii. Censorship of student publications is another form of prioritizing white, wealthy families and their legal concerns. Parker needs to let go of its everlasting fear of select families and, for the first time in history, protect all of its students.

We ask that by the start of the 2020-2021 school year, Francis W. Parker release a public statement pledging and outlining its commitment to meeting our demands.

Principal Dan B. Frank and Board President Rika Yoshida, the eyes of the entire Parker community are now on you and your administration. We are watching and waiting for direct, long-term action. We are disappointed, and so is our following.

Sincerely,
The @fwpanonymous Team

Signed in Support and Solidarity:

Students

Emma Manley '21
Tess Wayland '22
Kiran Mathew
Khari Durham '24
Nariya Cooke '23
Kumiko Muro '24
Max Bradley Brenner '22
Arjun Kalra '24
Leila Griffin '21
Rebecca Gross '21
Tessa Samuels
Asha Wright '21
Alex Ostrom '22
Samantha Coleman '22
Noemi Ponce '22
Sofia Brown '22
Amelia Hoerr '21
Julie Test
Zach Joseph '21
elsie rattner '22
Ada Collins '21
Aidan Weinberg '21
Tara Cochrane '22
Leilani Kulkarni
Eli Moog '22
Alex Carlin '22
Sarah Matthews '24
Sophia Jones '23
Julia Ashworth '22
Carter Wagner '21
Madeline Leja '21
Max Brenner '22
Emma Jung '21

Zoey Blickstein '21
Olivia Hanley '21
Jaritzi Lopez Martinez '23
Phoebe Friedman '23
Jacob Boxerman '22
Ethan Isaacs '21
Star Rothkopf '22
Litzzy Tafolla '23
Rosey Limmer '21
Owen Dudney '22
Chelsea Njei '22
Emily Simon '21
Leila Sheridan '21
Julia Marks '21
Mollie Gross '23
Jack Zoller '22
Lilly Satterfield '21
Kavee Kirschner '22
Veronica Rodriguez '21
Finn Hall '22
Isabelle Biehler '22
Ethan Silets '23
Ella Tsonton '22
TK Muroz '21
Harry Lowitz '24
Denise Roman '21
Daniel silets '23
Tristen Tate '22
Olivia Lansburgh '21
Mia Wichman '22
Suzanne Alden
Ruby Radis '22
Rania Jones '23
Audrey Fuder '24

Daisy Gazier
Spencer O'Brien '21
Aliya Spieske '21

Alumni

Sophie Besold '20
Madeline Friedman '20
Chloe Wagner '18
Olivia Bookshester '05
Avani Kalra '20
Raven Rothkopf '20
Abri Berg '20
Lauryn Rauschenberger '20
Alexandra Brainerd '17
Rachel A Schor '14
Gigi Lopez '20
Rowan Balagot '96
Olivia Mayoras '18
Sara Jacobson '00
Caitlin Landau '18
Jared Saef '20
Courtney Smith '96
Joslyn Baxter '96
Ahren Gerber '96
Claire Johnson '14
Isabella Gomez-Barrientos '20
Shelby Kohn '96
Lindsay Carlin '20
Caroline E Wenzel '99
Jezebel Turner '18
Ariel Sanett '00
Jolie Davidson '18
Jordan Balagot '99
Lindsay Ann Elgin '96
Kenya Davis '93
Evan Kono '96
Rowan Gledhill '17
Isobel Bender '18
Eric Roth '95
Molly Miner '96
Arie King '20
Mackenzie Jones '11
Ren Habiby '20
Callen Jones '13
Shulie Weinberg '16
Sampson Ohringer '14
Natalie Daskal '20
Anna Fuder '20
Emma Swislow '16
Sesash Gutierrez '19
Esley Stahl '01
Allan Bennett '20
Allison Holleb '16
nicole koerner '18
Abby Smith '19
Meredyth Ohringer '13
Beatrice Turner '19
Sarah-Jayne Austin '19
Isabel Bruozis '20
Jonathan Solomon '96
Rachel Sullivan '89
Joey Stern '19
Ray Blickstein '18
Hannah Kershner '19
Lucy Hartman '16
Oren Matteson '97
Nora Cole '05
Adelyn Richter '11
Leigh Adelman '01
Amanda Gecht '04
Lesley seliger '04
Rohan Jain '20
Hannah Peters '11
Morgan Crouch Wenzel '07
Alexandra Harmel '12
Arlen Ginsburg '99
Micah Derringer '20
Linda Perry '88
Zennia Lynch '19
Nicole Carter '10
Alicia M Senior-Saywella '89
Molly Weinberg '18
Isabel Bouhl '19
Lily Koltun '20
Sidonia Ohringer '18
Isabel Olesinski '20
Nina Sachs '17
Isabel Mayoras '15
Casey Morris '97
Audrey Shadle '19
Mara Wilson '12
Kathryn Thorne '15
Julia Bacon '05
Molly Taylor '20
Enid Hopkins
Alex Bennett '20
Lucy Svoboda '12
Maya Spieske '14
Adele Lowitz '20
James Leet '20
Cecelia Richter '13
Ian Law '04
Sophia Saker '19
Genevieve Horan '06
Jack Laser '20
Laura Sage '88
Sonja Vaintrub '17
Sam smith '15
Owen Bowers '20
Georgia Weed '20
Tandi Weeks '20
Yaffe Green '20
Rebecca Platt Raskin '02
William Rantala '20
Halee Sage '91
Jessica Lieb '18
Maya Sanghvi '18
Brett Von Halle '10
Andrew Patinkin '15

Parents

Yuki Solomon '26, '30
Jon Rauschenberger '20
Janet Rauschenberger '20
Tom '22
Yolanda Flor Avila '15, '17,
'20, '22
Jonathan Solomon '25, '29
Cory Zeller '27, '29
Rachel Sullivan '22, '25, '30
Elizabeth Rothkopf '20, '22,
'25
Tyler Mayoras '15, '18
Linda Perry '20, '18
(Transferred)
Marina Birch '31, '33
Laura Yee '22, '18
Theresa Squires Collins '21
Sonali Lamba '31
Amit Kalra '20, '24
Nidhi Desai '20, '24
Enid Hopkins '20
Annette Hopkins,
Grandmother, '20
Gary Pedulla '31, '33
Michael Tsonton, '22

Faculty

Cory Zeller
Rob Denien
Theresa Squires Collins
Lauren Miles
David Fuder
Taryn Steil - Former
Assistant Teacher

Not Affiliated

Aman Arain
Nora McNabb

Former Students

Cas Spencer '22
Anne R. Kreeger '83
Victoria Burhans '21
Imaan Yousuf '17
Kelsey Tsonton '18
Jessica Fifer
Layne Friedman '20
Gabriella '23