

October 27 , 2021 Board Meeting Written Comments
Received between Monday ,

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has produced many prominent men and women. I myself attended this school in 1978 , my sisters, nieces and children attended. It started us in our career fields and was the start of our success in life. In addition it was a Navy teaching school. It has many alumni that are famous and world changers. It not only taught academic subject material but discipline, respect and order. It should not only be put back to its original name, but put back to its intended use as a vocational and trade school for those that do not desire to go to a regular college. It is where I received my start in government. Began my career at the age of 13 through a young people work program and initiative and taking civil service exam. I was able to retire at the age of 45 in federal service as an expert in housing, development and collaborative partnership building. I now have two 2.6 (p hd-6 (t)-6.6 (i)2.6 c

shared additional information about the Office of Teaching and Learning's plans and intentions. We particularly appreciate the clarification of the new approach to waivers. We have great confidence in the commitment of Eileen Hare, Director of Health and Physical Education, and can only hope that the permanent Chief Education Officer will be committed to the plans that have been laid out to support PE.

Nevertheless, our experience working with CPS and national stakeholders on a variety of wellness-related policies has taught us that the written language of policies matters, and that the support of district and school level staff, partners and others is not a substitute for clear, transparent, accountable policy language. With that in mind, we continue to have some concerns in two major areas:

First, our experience with the CPS Wellness Policy has shown that a clearly defined review process that compares the policy against current best practice, collects implementation data and raises up the voices of parents and school staff can be invaluable. HSC has helped CPS with this triennial review process twice, and because it is clearly laid out in the Wellness Policy, the process does not have to be reinvented each time. The results are available to the public as a matter of policy.

The proposed PE policy relies on the board to request this type of review, and does not lay out any requirements for its timing or the public reporting of results. While it may be true that the required reporting process in the previous policy was not followed with fidelity, that is not an argument against clear policy language that demands transparency and accountability; rather it is an argument for better implementation of the policy.

Second, we have seen first-hand the power of setting out ambitious targets, rather than settling for easier-to-meet minimums. In the years after the USDA set out new sodium guidelines for school meals, for example, districts worked hard to meet the targets, and many of them had met the second level of sodium reduction even before those targets were rolled back during the Trump Administration.

The proposed PE policy actively reduces the number of minutes required for middle school students, moving away from the CDC's guidelines. At a time when the health and well-being of CPS students is as critical as it has ever been, and CPS is making other significant investments to support student mental and physical health and wellness, CPS should be reinforcing these efforts by layering its investments, rather than weakening the PE policy.

Thanks for your consideration of concerns. We look forward to continuing to work with CPS in a strong implementation of PE and position CPS for bringing PE policy and practice into alignment with health promoting practices.

Sincerely,

Rochelle Davis,

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STATEMENT TO THE BOARD OF EDUCATION 10/27/2021

We are here today to bring attention to a persistent problem in CPS that many of you may be unaware of. As you may know, the educational field is experiencing a nationwide substitute shortage. Most publicized is the shortage of substitute teachers, but you should be aware that there is a dire shortage for support staff as well. One particular shortage is that of substitute American Sign Language interpreters. This statement was prepared by CPS sign language interpreters who were unable to be here because of their inability to secure a substitute for this time, despite attempting to do so more than a week in advance.

Many students who are deaf or hard-of-hearing rely on sign language to communicate, and therefore have sign language interpreter services written into their Individualized Education Plans. Once in their IEP, these services are guaranteed to them by federal law. Unfortunately, the lack of qualified and available substitute interpreters means that when a school-based interpreter is absent without a substitute, this puts significant stress on their team members who often give up preps and lunches to cover classes. If classes are unable to be subbed for at all, this means that their students attend classes or even face whole days sitting in a classroom with little or no ability to understand the content or to communicate with their teachers and peers.

Currently, there are over 30 full-time sign language interpreters in the district, and CPS enlists only five substitute interpreters to cover them all. Many of these substitutes work other part-time jobs, are only available a few days a week, or are already covering long-term leaves of absence in the district. The number of available substitute interpreters has been a problem for many years, but it is particularly dire now as interpreters are having to take more time off for reasons related to the COVID-19 pandemic.

What we ask you today is to increase the number of substitute interpreter positions in CPS, and to increase efforts to procure more substitutes who are properly qualified and consistently available to do this important work. We urge the members of the board to prioritize this issue and provide CPS's deaf and hard-of-hearing students the services and equal access they deserve.

Respectfully,

Kelsey Cavanaugh, Kathryn Schmidt, and CPS's Educational Sign Language Interpreters

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Camielle J Jefferson

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(This document available online at: bit.ly/cpsfixsoppa)

My name is Dale Reed. I am here today to draw attention to an inequity issue caused by the CPS implementation of the Student Online Personal Protection Act (SOPPA). My 3 kids went to CPS, I was an LSC member for 10 years, I'm a Computer Science professor at UIC, and I'm a founding member of the Chicago Computer Science Teachers Association (CSTA).

For computer science education, non-CPS schools in Illinois and across the country use popular, well supported software developed by leaders in the field (e.g. MIT's Scratch, Berkeley's Snap, the non-

contains onerous requirements unrelated to student privacy that make it prohibitive for organizations like Code.org [to operate].”⁴

Illinois Families for Public Schools (IL-FPS at ilfps.org) were the primary advocates who worked to pass SOPPA.⁷ The director, Cassie Creswell, is deeply concerned about the CPS rollout. The CPS interpretation bars teachers from using software SOPPA doesn't apply to, while the district's Student Information System (Aspen) -- in use in every school in the district -- is not even on the list of approved software. (See the ILFPS letter and the CPS response.)

Right now teachers are blocked from using the best available tools and curriculum for reasons that simply do not make sense, putting our students at a competitive disadvantage.

We're asking CPS to stop depriving students of access to much-needed software. Our two actionable requests to that end are:

Decouple the CPS SOPPA compliance process from the vendor approval process.

Nonprofits that provide free software are not selling anything, and so do not fit into the CPS vendor requirements.

Join the Illinois Student Privacy Alliance (ISPA), a consortium that is free for districts to join and allows access to existing SOPPA compliant contracts.

Links and References:

1. The Learning Technology Center (LTC) is an Illinois State Board of Education program that supports all public PK-12 districts, schools, and educators. See its description of SOPPA at: https://ltcillinois.org/blog/soppa_for_teachers/

2. 'Overkill' – In CPS, student protection act hinders teachers, curriculum. Aiden Sadovi, 9/24/21 Lane Tech Champion. Accessed 10/24/2021 at bit.ly/lanepapernice

3. Lane Tech journalism students can no longer use Student Newspapers Online (SNO) or Adobe's InDesign, even though SOPPA should not apply to InDesign. bit.ly/lanepaper

4. (tag) (h) (6) (2) (5) (s) 3 (1) (2) (e) 2 (6) (5) (B) 8 (1) (a) (7) (3) (0) (3) (1) (6) (5) (7) (3) (6) (w) (r) (s) 3 (1) (0)

The above document was originally put together to fit within the two minute constraint required of public comment for a CPS Board meeting. Other important points did not fit within those two minutes:

A. Because of the CPS implementation of SOPPA, all CPS students have lost access to high-quality free educational resources that are currently available to most other districts in the state. For instance CPS school newspapers can no longer use the standard publishing software that non-CPS schools continue to use (bit.ly/lanepaper).

B. Other software (e.g. Adobe InDesign) which should still be available because it is not primarily K-12 software that is subject to the law -- is now banned for students.

C. Our students are paying the price for the CPS SOPPA policy as CPS teachers are being forced to use software that could be firewalled at any moment, or are scrambling to replace curriculum. Students are being taught with materials and tools that do not reflect best teaching practices developed over time.

Follow-up on these issues with:

CSTA president and CPS teacher Faythe Brannon <fmbrannon@gmail.com>

Code.org's Baker Franke <baker@code.org>

CPS teacher "Solin, Jeff" <jeff@solinsystems.com>

CPS teacher john.perryman@gmail.com

Illinois Families for Public Schools director Cassie Creswell <cassie@ilfps.org>

UIC's Dale Reed reed@uic.edu

Board of Education Public Comment: ASL Interpreters for students

As parents of a CPS 6th grader with profound deafness (and as a deaf father who has benefited from ASL interpreters and has personal experience with this particular issue), we petition the board to consider supporting deaf and hard of hearing diverse learners by ensuring that interpreters and/or substitute interpreters are available for instruction at all times. Speaking from experience, this has not always been the case. The most memorable incident was when our son attended summer school: his assigned teacher was not a teacher of the deaf nor was an ASL interpreter available to him. His teacher at the time actually told us that our son was teaching her sign language! Imagine our shock at learning that our son's teacher was not adequately trained or resourced to provide meaningful instruction. Since then, there have been random times that an ASL interpreter has not been available due to lack of substitutes/sub availability. This puts a considerable strain on his ability to learn as the teacher moves about the room, assists other students, has his/her back to the classroom (while speaking) when writing on the board. All of these seemingly insignificant components of teaching are magnified when a deaf/hard of hearing child has no interpreter to communicate those instructions/lessons. As you know, most children will not advocate for themselves and request that the teacher repeat the instruction. This is why having interpreters and reliable substitute interpreters is crucial in the classroom. Often times, students are expected to just "get by" without an ASL interpreter in the classroom, especially when a substitute is needed. No other students are subjected to the absence of their primary communication methodology. Imagine if hearing students were guided to "get by" learning content without the benefit of verbal instruction. Iniiierab5r p)24mW)3d)7areur (ary)6.45l l)6.ytrlurkiigiaoir piard interpreters and substitute interpreters are available at all times so that our diverse learners are treated equitably.

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