

**May 27, 2020 Board of Education Meeting**  
**Written Comments Received Friday, May 22nd through Thursday, May 28th**  
**Submitted via BOE@cps.edu**

1.

Grading policy concerns

I am writing to express my concern with CPS' grading policy during Covid 19.

I am extremely concerned about how a "pass" will look on students' transcripts versus an actual letter grade. As an example of why this is unfair, I will use my daughter- a straight A student, attending Skinner West, and she consistently scores in the 97th-99th percentile on the NWEAs.

This quarter she has 2 teachers whom, for whatever reasons, have refused to provide any virtual instruction. They have not emailed her, done any Google chats nor have they set up any Google Meets. What they have done, is post assignments on Google classroom.

Her math teacher has posted nearly 300 Khan Academy lessons to complete as well as approx. 40 math book lessons of 20-30 questions each. He is making them all due May 27th, well before the end of the 4th quarter. Despite multiple parents reaching out to him, he has stated in writing that he has "no plans to offer any virtual instruction" and he has "already taught them all they need to know to complete these assignments". He does offer virtual office hours in case kids have questions, but that is not the same as actually teaching these lessons. These kids are left to figure out 350 assignments on their own. Naturally, my daughter is overwhelmed and is currently receiving a D. It is not fair that under this policy she will receive a Pass when it is the teacher who is not providing any instruction. If teachers are refusing to instruct, how are they justifying giving out bad grades? How many teachers across Chicago are doing this as well? I believe that if a teacher does not provide actual virtual instruction, students not be penalized and they should maintain their 3rd quarter grade. A grade of "pass" will make it look like she isn't trying, when in fact she is trying to complete 350 assignments in 5 weeks time.

In her social studies class, the same scenario is playing out. Although the teacher assigned much less work (6 assignments) she has not provided any virtual instruction. She graded my daughter's essay (which had a high point value relative to other assignments) as a "C" so it brought down her grade. Again, another case of a teacher not providing instruction and grading too critically.

A "pass" grade makes it look like a child did not do their work, when in fact, there could be a myriad of reasons, including lack of instruction from teachers, for this. I hope Chicago can reconsider this unfair grading policy.

Thank you.

Sent from my iPhone

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2.

Return to a compassionate and fair no-fail grading policy

Dear CPS School Board,

When the schools closed, as a CPS parent I was relieved to learn that the grading policy would be reasonable and fair while parents were taking on the difficult task of teaching their children while trying to manage their jobs or lacking the resources to work online. In Chicago an estimated one in five students do not have broadband access.

Even in our privileged position with all the resources we need and only one child to educate, it has been a struggle to keep up with assignments while trying to work full time from home. We are doing the best we can and prioritizing core subjects. To complete all assignments from all the teachers would be impossible. Now we are getting emails from our child's teachers that he is in danger of failing his subjects. This unnecessary stress on parents and teachers during this crisis is terrible and inequitable to families who do not have internet access. Please return to the original no-fail policy, which was compassionate and fair.

Thank you,

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3.

My Name ██████████ and I Attend Ogden International High School. My Grades were perfect when the grading system can only improve the grades so I didn't do any work because I didn't have anything to improve. Since cps have had this new policy that took place on 5/1/20 two of my teachers have decided to put everything that they have assigned from when y'all had the improving grading policy as missing which dropped my grade in their classes from an A to a D and a C. This is not fair and this should be changed back to what it was. These assignments are not suppose to mess with a persons gpa and the grades are not suppose to drop at all if u don't do the work. Can you guys please contact ogden and let them know that because they are not being fair at all.

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4.

Google Meets

Hello, I am a CPS student. Can you please switch Google Meets to Zoom, as many of my fellow classmates are experiencing serious lag because Google Meets is using a lot of juice on our devices, and because some of my friends outside CPS are using Zoom? My teacher says that Zoom bombing is an issue, but I think that nobody would want to hack a class, because you can get nothing there except education, which hackers don't need because they are experts in computer technology. I do not like Google Meets because it is very laggy, and it takes up a lot of space on our devices. Thank you for your time, and goodbye

Sincerely, ██████████ (a CPS student)

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5.

Public Comment 5/27 From: [REDACTED] Noble UIC School

Name: [REDACTED]  
School: UIC College Prep  
Date: May 27, 2020

Hello members of the Board,

My name is [REDACTED]. My husband and I are proud Latino parents, of two children, a college student attending Olivet Nazarene College and a Noble UIC College Prep freshman. We are lifelong citizens of Chicago and currently reside in the Archer Heights neighborhood.

My son, [REDACTED] attends UIC College Prep on the West side of Chicago and I want to tell you about my experience with remote learning during the Covid-19 pandemic.

My son received a free chromebook from Noble to help with his assignments and this has meant accessibility! It has made our lives easier, you open it up and there is his classroom! It makes it so much easier, although it still gives me so much anxiety to know this is the new normal but I am grateful.

My son has been able to interact with teachers and staff from UIC College Prep, there have been a lot of emails with him. We heard a member of his advisory lost a family member and I think some social time would be good for us to show our support and just reach out.

My son's engagement with classwork has been very easy. A great example, last night he had questions about his homework and he emailed his teacher at 7pm, she emailed him back within the hour, and said she was very happy he reached out. So I know that they are responding all day not just during normal business hours. Also, his Biology teacher is really on it too, he enjoys biology class and really likes this particular teacher, while he will never admit it, I know he misses her. When he emails with questions she responds immediately!

Also with my niece, who is a senior at UICCP, her advisory teacher has been accessible. Her teacher reached out to me to let us know that my niece needed to catch up on a few senior items to be completed. I know they are going above and beyond to ensure their seniors are keeping up. Her college counselor too, they are on it! We are working on her decision for college and they have been working closely with us!

I'm so thankful for his teachers, and for Noble for making this time a little easier for him to continue learning.

I also want to share some general data with you as Noble continues to work to ensure they are providing meals to families in my community, whether they are Noble students or not. Noble has served over 106,000 meals and continues to provide meals from eight campuses across the city. We've received a donation of over 65,000 bags of healthy snacks from Frito-Lay that are being distributed in our meal kits as well.

- At these campuses, food staff are practicing social distancing and are providing meals safely. Families do not need to enter school buildings to receive meals.

- All families will receive 4 days of breakfast and 4 days of lunch, whether they are Noble students or not, from 8am-11am at:
  - Johnson College Prep - 6350 S Stewart Ave.
  - DRW College Prep - 931 S. Homan Ave.
  - Hansberry College Prep - 8748 S Aberdeen St
  - Noble Street College Prep - 1010 N Noble St.
  - Pritzker College Prep - 4131 W Cortland St.
  - Baker College Prep - 2710 E 89th St.
  - Butler College Prep - 821 E 103rd St.
  - Gary Comer Middle School - 1010 E 72nd St
  - Bulls College Prep - 2040 W Adams St. Effective 5/26

For the latest information and resources including physical and mental health, socio-emotional needs, recipes, and workouts, please refer to <http://nobleschools.org/coronavirus> and follow @BeNobleSchools on [Facebook](#), [Twitter](#), and [Instagram](#). We will continue to share information as it becomes available.

Sincerely,

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6.



[www.ChicagoVFP.org](http://www.ChicagoVFP.org)

CPS Board Talk ~ Call in due to COVID

May 27, 2020

My name is ARNY Stieber. I was in the Army, infantry, in the U.S. war against the people of Viet Nam. I'm a member of Veterans For Peace, the only veterans organization in the world that is recognized by the United Nations. I'm also retired from business.

It took me over 30 years to acknowledge my military experience and to begin to realize how deeply I was affected. The process continues every day.

Once I woke up to my military experience I formulated two questions: Why war? And why do we so proudly send our children to kill other children?

I have concluded that war is a business and that business needs youth to go around the world, under the guise of "freedom", "democracy" and "keep us safe", and use the war business products of death and destruction.

Our children are a major part of the war business machine, and over \$700 million of our tax dollars are spent each year advertising the "attractiveness" of the war business.

And CPS feeds into the war business with your JROTC program and not clearly telling parents and students that they can opt out of the war business.

You and the students and the parents/caregivers may not know this, but the military has free access to an array of information collected by CPS.

Students and parents/guardians can stop this information flow by filling out OPT OUT forms.

Veterans For Peace is requesting that these forms be included in the CPS registration packets that will be sent out. These links provide more information.

<https://worldbeyondwar.org/optout/>

<https://www.nyclu.org/en/no-student-left-unrecruited-military-recruitment-and-students-rights>

<https://nnomy.org/en/resources/counter-recruitment/opt-out-student-lists.html>

Education Not Militarization!

Thank you.

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7.

I'm reaching out regarding my child [REDACTED] who is a current student at [REDACTED]. [REDACTED] is in the [REDACTED] at [REDACTED]. I'm writing to formally request a change of placement for [REDACTED]. I'm requesting that she be placed in a [REDACTED] school specifically [REDACTED] School located on the [REDACTED] of Chicago. I have many concerns regarding her continuing instruction within a traditional setting at CPS. I believe that a [REDACTED] school is the appropriate placement at this time.

As [REDACTED]'s primary caregiver, I have been advocating for an IEP on her behalf since 2014. Unfortunately, she was denied an IEP and was only given [REDACTED] that were quickly removed. It's now the year 2020 and the school has finally recognized her need for more services. I want to thank the principal [REDACTED] and her current teacher [REDACTED] for their role throughout the process. However, I believe that this current IEP is too little, too late to get my daughter back on track. [REDACTED]

[REDACTED] The requested placement makes sense given the data generated from testing, feedback from her teachers and my observation as her parent. My daughter needs an environment that will foster her learning style. Let's be clear, [REDACTED] has been suffering with a [REDACTED] since arriving at Chicago Public School System. I'm concerned that her social and emotional needs are not adequately being met in her current school. Upon receiving the current IEP, there has been an 11-day strike; [REDACTED] lost her permanent [REDACTED] teacher and now months later, we're in a pandemic where remote learning has made it extremely difficult to accommodate her needs.

In closing, I'm concerned about the structure and the impact that this new form of learning will have on her and set her back even more. In my experience, virtual learning for a diverse learner like [REDACTED] is deeply complex. [REDACTED] deserves to be placed in an whole-child educational

environment that can finally address her learning needs. This will be most conducive to her learning amid COVID-19. I'm simply seeking an administrative remedy for a child who deserves a quality education and right now her education is at stake. I look forward to your leadership and immediate response that [REDACTED] be placed in a therapeutic day school, specifically Hyde Park Day School. Thank you for your attention to this matter.

Thank you,

[REDACTED]