

BOARD OF EDUCATION
CITY OF CHICAGO
SPECIAL EDUCATION ADVISORY COMMITTEE MEETING
(Zoom)
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COMMITTEE MEMBERS PRESENT:

- MS. CHRISTINE PALMIERI 18:30:10
- DR. MIQUEL LEWIS 18:30:13
- MR. FRANK LALLY 18:30:15
- COMMISSIONER RACHEL ARFA 18:30:16
- MS. DEANDREA FEDRICK 18:30:19
- MS. KAT BUITRON (Virtually) 18:30:22
- MS. NICOLE ABREU SHEPARD (Virtually) 18:30:24
- MS. KIMBERLY WESTON DODD (Virtually) 18:30:29
- MS. SANDRA HEIDT (Virtually) 18:30:32

1	(Whereupon, the Special	18:30:32
2	Education Advisory Committee	18:30:32
3	Meeting convened at	18:30:32
4	6:29 p.m.)	18:29:23
5	MEMBER FAHEY HUGHES: Hi, everyone.	18:29:23
6	Good evening. Sorry for the delay. Welcome to	18:29:24
7	the Chicago Board of Education Special Education	18:29:27
8	Advisory Committee Meeting. Notice of this	18:29:31
9	meeting was posted on July 8th, 2024 or at least	18:29:33
10	48 hours before this meeting AT George	18:29:38
11	Westinghouse College Preparatory High School,	18:29:42
12	the Board Office at One North Dearborn, 42 West	18:29:44
13	Madison Lobby and on WWW.CPSBOE.ORG.	18:29:49
14	Today is July 10th, 2024. We're	18:29:53
15	holding this meeting in the George Washington --	18:29:56
16	George Westinghouse College Preparatory High	18:29:59
17	School Auditorium. I'm Mary Fahey Hughes.	18:30:03
18	I would also like to acknowledge the	18:30:06
19	Committee Members who are here tonight:	18:30:08
20	Christine Palmieri, Dr. Miquel Lewis, Frank	18:30:10
21	Lally, Commissioner Rachel Arfa, Deandrea	18:30:16
22	Fedrick, Kat Buitron, who is joining virtually,	18:30:22
23	Nicole Abreu Shepard, who is joining virtually,	18:30:24
24	Kimberly Weston Dodd, who is joining virtually,	18:30:29

1	Sandra Heidt, who is joining virtually. I also	18:30:32
2	want to recognize the Chief of the Office for	18:30:35
3	Students with Disabilities, Joshua Long, who is	18:30:38
4	present virtually. On behalf of the Chicago	18:30:40
5	Board of Education, thank you for joining us	18:30:42
6	this evening.	18:30:46
7	The order of the meeting will be as	18:30:46
8	follows: Opening Remarks, Announcements, Public	18:30:47
9	Participation, Office for Students with	18:30:50
10	Disabilities Update, Committee Discussion and	18:30:55
11	Questions and Adjournment.	18:30:57
12	Before we begin, I would like to	18:31:00
13	welcome Principal W. Terrell Burgess to say a	18:31:02
14	few words.	18:31:10
15	PRINCIPAL BURGESS: Good evening,	18:31:11
16	everyone. I'm principal Terrell Burgess, and on	18:31:15
17	behalf of our students and staff here at George	18:31:19
18	Westinghouse College Prep, I would like to	18:31:22
19	extend a very warm welcome to all of the members	18:31:23
20	of the Committee, our executive leaders and our	18:31:27
21	distinguished guests and important stakeholders.	18:31:30
22	What an honor it is for us to host you tonight	18:31:34
23	for this special meeting.	18:31:37
24	It is also my distinct honor to serve	18:31:39

1	as principal here as Westinghouse entering my	18:31:41
2	fourth year. Here as Westinghouse we are	18:31:43
3	unapologetically college prep, and our distinct	18:31:47
4	mission is to prepare our students for college	18:31:50
5	careers and beyond as leaders who will actively	18:31:52
6	participate and contribute to our global	18:31:56
7	society.	18:31:59
8	I would also like to share a few safety	18:31:59
9		

1	The next Special Education Advisory	18:32:43
2	Committee Meeting is scheduled for 6:00 p.m. on	18:32:45
3	Wednesday, September 11th, at a school location	18:32:48
4	to be determined. Once finalized we will update	18:32:52
5	the school location on the CPSBOE.ORG website on	18:32:56
6	the Committee's tab. You can find the upcoming	18:33:00
7	meeting information at WWW.CPSBOE.ORG. We also	18:33:03
8	encourage you to e-mail BOESEAC@CPS.EDU with any	18:33:09
9	comments, questions or suggestions.	18:33:17
10	Let's now proceed with public	18:33:20
11	participation. As a reminder union	18:33:22
12	representatives are allotted 10 minutes to speak	18:33:27
13	before public participation and elected	18:33:30
14	officials will speak after the conclusion of	18:33:32
15	public participation.	18:33:34
16	The rules of public participation are	18:33:36
17	as follows: Members of the public who	18:33:38
18	registered to speak were given the option to	18:33:41
19	attend in person or via an electronic format.	18:33:43
20	Those who preferred to attend via an electronic	18:33:47
21	format were given information to access this	18:33:51
22	meeting by dialing a number and using their	18:33:53
23	phone. We did this so that speakers with	18:33:55
24	limited or no access to the Internet or who may	18:33:57

1	have a weak Internet signal could still	18:34:01
2	participate using their phones.	18:34:05
3	For the record, advance registration to	18:34:07
4	speak at the Special Education Advisory	18:34:09
5	Committee Meeting began on Monday, July 8th,	18:34:12
6	2024 at 10:30 a.m. and closed on Tuesday, July	18:34:14
7	9th, 2024 at 5:00 p.m. or until five slots for	18:34:18
8	speakers and 100 slots for observers filled,	18:34:23
9	whichever occurred first. Individuals who	18:34:26
10	registered to speak will have 3 minutes to	18:34:29
11	comment. And I will call speakers in the order	18:34:31
12	of registration.	18:34:33
13	Members of the public may submit	18:34:35
14	written comments via the Written Comments Form	18:34:36
15	on the Board's website at WWW.CPSBOE.ORG or mail	18:34:39
16	your comments to One North Dearborn, suite 950,	18:34:46
17	by 5:00 p.m. Thursday, July 11th, 2024.	18:34:49
18	We will now move on to the registered	18:34:53
19	speakers' list. There are three public	18:34:55
20	participants registered to speak. I will call	18:34:58
21	your name and number when it is your turn to	18:35:01
22	speak. For speakers joining us virtually, to	18:35:03
23	unmute, please press star 6. Once you hear your	18:35:06
24	name, please state your name for the record,	18:35:13

1	then the 3-minute timer will start. Once the 3	18:35:15
2	minutes are over, proceed to conclude your	18:35:19
3	remarks to allow for the next speaker to begin.	18:35:21
4	Thank you.	18:35:24
5	We are now ready to call registered	18:35:25
6	speakers from the speakers' list. Speaker	18:35:27
7	number 1 is Dr. Angel Alvarez, who is here in	18:35:30
8	person. No, perhaps not, okay.	18:35:34
9	So moving on, speaker number 2 is Paul	18:35:40
10	Wargaski, who has joined us virtually. Please	18:35:44
11	press star 6 to unmute yourself. Please press	18:35:48
12	star 6 to unmute yourself. All right. We may	18:35:59
13	come back to Mr. Wargaski.	18:36:08
14	Speaker number 3 is Maria Ugarte, who	18:36:12
15	is here in person.	18:36:16
16	(Whereupon, the following	18:36:16
17	speaker spoke in Spanish which	18:36:16
18	was translated into English.)	18:39:03
19	MEMBER FAHEY HUGHES: Thank you. If	18:39:03
20	you'd like to submit those in writing, we can	18:39:08
21	make sure --	18:39:11
22	THE TRANSLATOR: I'm here for	18:39:15
23	translating.	18:39:17
24	MEMBER FAHEY HUGHES: You're welcome to	18:39:17

1

go ahead and share in English. Oh, you do. I'm

18:39:20

2

sorry, I didn't know that. I apologize.

18:39:23

1	are the most vulnerable in the CPS system. The	18:40:25
2	District cut three core teaching positions based	18:40:28
3	on the index that also should not apply to our	18:40:31
4	school since we are a magnet school and most of	18:40:35
5	our students live on the west and south side of	18:40:38
6	Chicago. These cuts meant three classrooms were	18:40:41
7	closed and class sizes were increased which	18:40:44
8	denies the services the students need in a dual	18:40:46
9	language school and the needs of our diverse	18:40:49
10	learners.	18:40:51
11	Our LSC recommends using the flex funds	18:40:52
12	given to us to cover those three positions.	18:40:55
13	However, the principal, the Network Chief, LSC	18:40:59
14	Relations and the CEO have not listened to what	18:41:02
15	is best for our students. Where is the justice?	18:41:06
16	Where is the equity? Where is the	18:41:08
17	accountability that the District talks about all	18:41:10
18	the time?	18:41:12
19	Many policies have been violated and	18:41:13
20	nothing has been done about it. This decision	18:41:16
21	is now in your hands. Please review our school	18:41:19
22	budget and consider what is best for our	18:41:23
23	students. Listen to what has been recommended	18:41:26
24	by the LSC, by teachers and parents at our	18:41:29

1	school and do what is best for every single	18:41:31
2	student.	18:41:34
3	We ask you to please direct CEO Pedro	18:41:35
4	Martinez to acknowledge that the budget that was	18:41:39
5	submitted by our principal without the approval	18:41:42
6	of the elected body of this Local School Council	18:41:44
7	was in direct violation of CPS policy and in	18:41:46
8	violation of the Illinois State School Code,	18:41:49
9	that it will be rescinded and replaced by the	18:41:54
10	budget that was approved by the LSC with the	18:41:56
11	input of the teachers and the parents of the	18:41:58
12	school.	18:42:01
13	Thank you.	18:42:01
14	MEMBER FAHEY HUGHES: Thank you. Now	18:42:02
15	let's go back to see if speaker number 2, Paul	18:42:05
16	Wargaski has joined us virtually. Please press	18:42:09
17	star 6 to unmute yourself. All right. Then	18:42:13
18	we're moving on. We have no elected officials	18:42:24
19	registered to speak. This concludes public	18:42:27
20	participation.	18:42:29
21	We will now proceed with an update from	18:42:32
22	chief Joshua Long from the Office for Students	18:42:34
23	with Disabilities. Chief Long.	18:42:40
24	CHIEF LONG: Good evening, everybody.	18:42:41

1	Can you hear me okay? Wonderful. It's nice to	18:42:43
2	be here with you. I hope you all appreciate my	18:42:46
3	background. I have a slide later in my deck,	18:42:50
4	but you can see that I'm very proudly showing	18:42:54
5	our new name, the Office for Students with	18:42:56
6	Disabilities. So I'm super, super excited for	18:42:59
7	this and have been celebrating as much as	18:43:01
8	possible to use our name and also just making	18:43:05
9	sure we point out the intentionality of the word	18:43:07
10	for when we are stating our title. A couple of	18:43:10
11	people have said of, and I said, no, I need to	18:43:15
12	correct you, the word is for. So thank you all	18:43:19
13	for your advocacy on that. I'm very, very	18:43:21
14	excited to move forward with this and other	18:43:21
15	parts of the deliverables. You can go ahead and	18:43:25
16	start, whoever is advancing. Thank you.	18:43:26
17	I just wanted to provide a few updates,	18:43:29
18	you know, we are in the summertime so we are	18:43:31
19	doing ESY. In terms of the numbers -- I'm	18:43:33
20	sorry, I thought this was going to be -- give me	18:43:39
21	one second just to pull that up. We have 54	18:43:43
22	sites this year, and within those 54 sites we	18:43:57
23	are in our second week -- sorry, I'm just	18:44:03
24	pulling up the deck so I can see it too. Sorry,	18:44:06

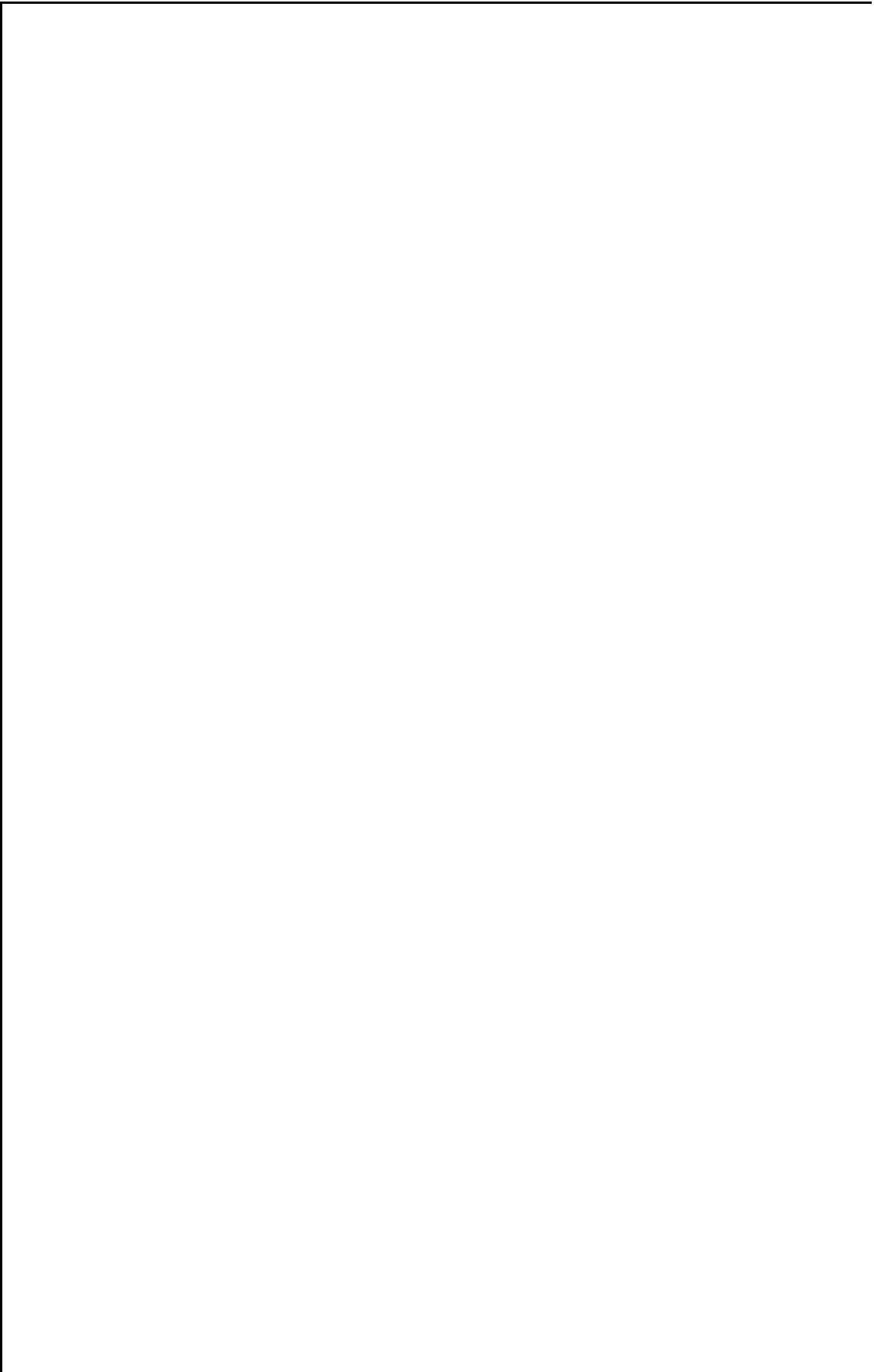
1	recommendation was to think about calling it a	18:46:39
2	Feedback Survey. And so after I finish talking	18:46:41
3	and we move to Q and A I would be happy to hear	18:46:44
4	your thoughts about that. But our goal is	18:46:48
5	definitely on pace and I believe your goal also	18:46:51
6	was to get this released for the beginning of	18:46:53
7	the school year.	18:46:55
8	Next slide, please.	18:46:56
9	Procedural manual, so this, you know,	18:46:57
10	if this is such a thing as a textbook of the	18:47:00
11	services that we offer or, you know, that we	18:47:02
12	follow, this is certainly the one for Chicago	18:47:04
13	Public Schools, and this is something that we	18:47:08
14	distribute to all of our schools, encourage our	18:47:11
15	families. I know advocates read this too and	18:47:13
16	just really it's a comprehensive document that	18:47:16
17	outlines the policies and procedures within the	18:47:19
18	Office for Students with Disabilities and, you	18:47:22
19	know, those that parents and guardians should be	18:47:24
20	given when they're engaging in the IEP process	18:47:27
21	for their children.	18:47:30
22	We just concluded the open comment	18:47:31
23	period, and so now the open comments are	18:47:33
24	being -- the comments that were submitted are	18:47:36

1	being reviewed. We will be revising the	18:47:38
2	procedural manual and the SY 25 version will be	18:47:42
3	ready at the beginning of August so just in	18:47:47
4	about a month.	18:47:49
5	Next slide.	18:47:50
6	Some organizational shifts, there will	18:47:54
7	be more, but just a couple of the things that I	18:47:55
8	wanted to make sure that I updated all of you	18:47:58
9	on. So you may or may not know that we have --	18:48:01
10	so we have an office -- offices, Office for	18:48:04
11	Students with Disabilities, and within that	18:48:07
12	office we have seven different departments. One	18:48:09
13	of those departments has historically been	18:48:11
14	called our Office of Instructional Quality. And	18:48:14
15	much like the Satisfaction Survey versus the	18:48:18
16	title of Feedback Survey that I just talked	18:48:20
17	about, instructional quality does have an	18:48:23
18	implication of either a positive or a negative.	18:48:25
19	And when we really thought about the services	18:48:28
20	that we are offering to our schools, it's more	18:48:30
21	about the support and instructional supports.	18:48:33
22	And so we have renamed that department to be	18:48:36
23	Instructional Supports. And we have also	18:48:38
24	aligned a few other of our teams with the	18:48:42

1	Instructional Supports since we moved them over.	18:48:45
2	So now the PRTO, the Physical Restraint and Time	18:48:49
3	Out Team, which provides training (Connection	18:48:53
4	Issue) to create more opportunities for	18:48:55
5	professional learning within this department.	18:49:07
6	Next slide.	18:49:10
7	All right. And like I said, we have a	18:49:13
8	summertime presentation, so not a lot of	18:49:15
9	updates, but certainly wanted to keep you all	18:49:18
10	posted. I'd be happy to take any questions from	18:49:21
11	the group that you may have.	18:49:35
12	MEMBER FAHEY HUGHES: All right.	18:49:35
13	Thanks, Chief Long.	18:49:35
14	Committee Members, do you have any	18:49:35
15	questions or comments? Yes, go ahead,	18:49:35
16	Christine.	18:49:36
17	MS. PALMIERI: I just had a question.	18:49:37
18	It was mentioned that ESY this year, this	18:49:40
19	summer, is four- to six-week programs, and I	18:49:44
20	think at one point it was mentioned that	18:49:46
21	everyone was going to have access to six weeks	18:49:48
22	of a program. So if you can just describe if	18:49:50
23	that's a change or if like a family has the	18:49:54
24	option to only opt into four versus six?	18:49:56

1	And then second I think I heard you say	18:50:01
2	that next year you're aiming for five weeks --	18:50:02
3	or, sorry, five days a week for five weeks of	18:50:06
4	ESY, and if you can go into more detail about	18:50:10
5	that.	18:50:13
6	CHIEF LONG: Yeah, that was really	18:50:14
7	something that started before my time and,	18:50:15
8	Christine, you've been around for a while so you	18:50:16
9	know that there's always been some misalignment	18:50:19
10	with summer school or, you know, teams were able	18:50:22
11	to choose four weeks, six weeks, and that became	18:50:24
12	really confusing for schools and teams	18:50:26
13	especially. So the shift was really made to	18:50:29
14	align our summer program with the programming	18:50:31
15	that was happening for all of our students, gen	18:50:35
16	ed peers. And so the intention was that we	18:50:38
17	would run concurrently. So it would be five	18:50:42
18	days a week and for five weeks just like our	18:50:45
19	other programs are running for our gen ed	18:50:48
20	students.	18:50:51
21	There were updates that needed to	18:50:52
22	happen with the IEPs, and when we started	18:50:53
23	looking at that there were -- there was about	18:50:56
24	three to three-and-a-half months of IEPs that	18:50:58

1	had been generated across the District that	18:51:02
2	still had our previous way of documenting ESY	18:51:04
3	and so that's why we made the decision to just	18:51:04
4	offer the six-week program for this year four	18:51:07
5	days a week much like we have in the past	18:51:09
6	knowing that we will be moving in the future.	18:51:11
7	MS. PALMIERI: And then I think just	18:51:16
8	one piece of feedback that we have received, so	18:51:18
9	this summer, for example, and it's a smaller	18:51:20
10	group of students, but if you wanted to access	18:51:24
11	Kickoff to Kindergarten, Kickoff to Kindergarten	18:51:26
12	happens at the same time as ESY so we don't want	18:51:29
13	our students with disabilities to have to choose	18:51:32
14	one or the other. Just something to think about	18:51:34
15	for the future too.	18:51:38
16	CHIEF LONG: Thank you.	18:51:40
17	MEMBER FAHEY HUGHES: Any other	18:51:41
18	questions?	18:51:42
19	Go ahead, Dee.	18:51:43
20	MS. FEDRICK: Hi, Chief Long. I hope	18:51:45
21	all is well.	18:51:48
22		



1	that they be under Instructional Supports.	18:54:06
2	And I have a question, and maybe we can	18:54:10
3	wait until the end if it's not appropriate, but	18:54:12
4	because a public speaker was signed up to talk	18:54:14
5	about transportation, you know, it would be	18:54:17
6	helpful if there's any transportation updates	18:54:20
7	specifically to if students might be offered a	18:54:23
8	stipend in the fall or if all students with	18:54:25
9	disabilities are planned to be routed.	18:54:28
10	CHIEF LONG: So not to sound like a	18:54:29
11	broken record but you do know that -- well, all	18:54:31
12		18:54:34

1	are identified, say those students who are	18:55:15
2	identified new during summer assessment post	18:55:17
3	7:15.	18:55:21
4	For all of our other students the	18:55:23
5	intention that I've been told from the	18:55:25
6	Department of Transportation is they intend to	18:55:27
7	route all students. And so I have not heard any	18:55:30
8	talk or any confirmation of issuing a stipend at	18:55:33
9	this time but, you know, we'll provide more	18:55:37
10	updates as time goes on and those are provided	18:55:39
11	to me also.	18:55:42
12	MEMBER FAHEY HUGHES: Thank you, Chief	18:55:45
13	Long.	18:55:47
14	Go ahead Dr. Lewis.	18:55:47
15	DR. LEWIS: Thank you, Chairwoman Fahey	18:55:49
16	Hughes.	18:55:53
17	Chief Long, thank you for giving us the	18:55:53
18	visibility on these organizational shifts. I am	18:55:56
19	particularly interested in learning more about	18:55:58
20	the shifts in how these particular interventions	18:56:00
21	will be supporting students, the Physical	18:56:04
22	Restraint and Time Out and the behavioral	18:56:06
23	supports. And so perspectively, if you will,	18:56:10
24	give us updates not only in terms of where these	18:56:12

1	interventions have landed in your organizational	18:56:16
2	structure but how the philosophy and the design	18:56:19
3	of these interventions will be offered to	18:56:22
4	students going forward.	18:56:25
5	CHIEF LONG: Yeah, noted. And I can	18:56:28
6	even make a plan for our next meeting to review	18:56:30
7	with all of you the organizational chart and	18:56:34
8	kind of walk through the rationale with, you	18:56:37
9	know, why things are organized the way that they	18:56:40
10	are.	18:56:44
11	I will tell you that, you know, without	18:56:44
12	having that visual prepared for us today, I will	18:56:46
13	tell you that we have been very intentional, and	18:56:49
14		18:56:53

1 compliance as the central focus but to think 18:57:22
2 about instructional supports for our students 18:57:25
3 with disabilities? And that is reflected in the 18:57:26
4 shift both from the name of Instructional 18:57:30
5 Quality to Instructional Support, but then also 18:57:33
6 being very deliberate about thinking about our 18:57:35
7 teams within OSD that are really well-positioned 18:57:38
8 to not only provide those supports to students 18:57:46
9 but to provide those supports to educators and 18:57:48
10 families. And that's where Starnet has come in 18:57:50
11 and that's why we put them in to that team. 18:57:53
12 And then really with our behavior team, 18:57:56
13 they provide supports to schools but then also 18:57:59
14 do training. And also with PRTO, the Physical 18:58:01
15 Restraint and Time Out, you know, there is a 18:58:04
16 compliance piece where there are forms that need 18:58:06
17 to be filled out in a certain amount of time and 18:58:08
18 submitted both within CPS system but then also 18:58:11
19 to the Illinois State Board of Education. But 18:58:13
20 then there's also a training component. There's 18:58:15
21 a reactive training component, if a staff member 18:58:17
22 was involved in a PRTO incident and was not 18:58:21
23 trained, so there is a time period where we need 18:58:24
24 to get them trained and be in compliance. But 18:58:26

1

then there's also a piece of, you know, a

18:58:28

2

18:58:29

1	recently attended a sibling play date that they	18:59:30
2	had about a week or two ago and it was wonderful	18:59:35
3	to see, you know, where siblings can also learn	18:59:38
4	how to interact with their disabled brothers or	18:59:41
5	sisters, so kudos to them as well.	18:59:44
6		

1	would you mind if I responded to Kat real quick?	19:02:40
2	MEMBER FAHEY HUGHES: Absolutely. Go	19:02:43
3	ahead.	19:02:45
4	CHIEF LONG: All right. Thank you.	19:02:45
5	For everybody on the call and Kat, you	19:02:46
6	do not have to go through the cumbersome task to	19:02:48
7	figuring out who to reach out to for questions.	19:02:51
8	Anyone with any questions you can call our	19:02:53
9	office, (773) 553-1800. Typically what happens	19:02:55
10	is that goes to voicemail which then goes to our	19:02:59
11	e-mail box, we have people checking that e-mail	19:03:02
12	every day, or you can send an e-mail and that's	19:03:05
13	OSD@CPS.EDU. So we will figure it out. So I	19:03:07
14	have people who monitor that box, that's the	19:03:13
15	easiest way to get ahold of everybody. We are	19:03:15
16	getting back to everybody. And then we will	19:03:18
17	make sure that we get you to the right person.	19:03:20
18	Regarding transportation, I also can	19:03:22
19	find out when they're going to notify families.	19:03:24
20	I know from my days which were really not too	19:03:26
21	long ago, about a year ago as a principal, I was	19:03:30
22	talking to families who were finding out a	19:03:34
23	couple of days before school started when the	19:03:36
24	pickup time would be. So I could certainly find	19:03:38

1	out, you know, when they're thinking they're	19:03:42
2	going to be able to release that information.	19:03:44
3	MS. BUITRON: Thank you.	19:03:46
4	Yes, I know that there's an e-mail and	19:03:47
5	most parents know that there's an e-mail. I'm	19:03:49
6	talking as a whole not from my personal	19:03:51
7	experience, I'm talking about most parents in	19:03:54
8	the District or most guardians in the District	19:03:56
9	who feel that they call and they e-mail and	19:04:00
10	they're not getting feedback, they're not	19:04:03
11	getting answers. The whole point of all	19:04:05
12	these -- all of us sitting in this place is to	19:04:07
13	share for those parents who are not here.	19:04:13
14	And those of us who have been in any	19:04:17
15	capacity with CPS for a long time, we hear these	19:04:21
16	from the parents at the schools where our	19:04:24
17	children attend, the neighborhood parents, even	19:04:28
18	people that work with us. So in my experience,	19:04:31
19	personal, I haven't experienced that. I know	19:04:34
20	how to be seen and how to be heard, but we are	19:04:38
21	here as advocates for everyone. And believe me,	19:04:42
22	everybody needs more transparency and easier way	19:04:47
23	of communicating and finding out information for	19:04:50
24	their children when it comes to summer school,	19:04:53

1	when it comes to transportation and when it	19:04:55
2	comes to everything that has to do with services	19:04:57
3	for children that have IEPs and 504s. Thank you	19:05:02
4	for your answer.	19:05:06
5	CHIEF LONG: No, I appreciate the	19:05:06
6	detail and, you know, it's my hope that over	19:05:08
7	time that perception will change.	19:05:10
8	MEMBER FAHEY HUGHES: Thank you.	19:05:14
9	Are there anymore questions from the	19:05:15
10	Committee?	19:05:17
11	Yes, go ahead, Dee.	19:05:19
12	MS. FEDRICK: Josh, I know I'm probably	19:05:21
13	going to open a big can of worms, but I want to	19:05:23
14	know has CEO Martinez thought about how students	19:05:26
15	are being viewed getting on the bus? Because	19:05:34
16	now it's been identified as only students with	19:05:39
17	IEPs and 504s get transportation, so then it's	19:05:41
18	like now that stigma that's now attached to	19:05:47
19	that. And the only reason why I'm bringing this	19:05:52
20	up is because I was in a high school one of the	19:05:54
21	last days of school and I asked a student who	19:05:57
22	got transportation why they haven't been coming	19:06:01
23	to school and it was for that said reason. Has	19:06:06
24	the District thought about that and how it's	19:06:10

1	kind of like bringing back like the stigma of,	19:06:13
2	you know, secluding the kids now?	19:06:18
3	CHIEF LONG: Yeah, I can't say that	19:06:21
4	I've heard anybody talk about that, Dee. I know	19:06:23
5	that, you know, the District is focused on	19:06:26
6	making sure that the students who have	19:06:29
7	transportation as a related service within their	19:06:31
8	504 or their IEP are bussed like they're	19:06:34
9		

1	community-based instruction and whether or not	19:07:21
2	that actually meant that those minutes were	19:07:24
3	being provided with their gen ed peers or if	19:07:28
4	they were being provided along with their	19:07:32
5	special ed peers and so that was just a comment.	19:07:34
6	So I can't speak to anything else yet, but I	19:07:38
7	certainly will be able to the next time once I	19:07:40
8	see that list.	19:07:43
9	We do have plans to make sure that we	19:07:44
10	develop a training for that for parents, and my	19:07:46
11	hope is that we, and really my mandate, would be	19:07:50
12	that we develop something that is not just a one	19:07:54
13	off training. And so even if we present it live	19:07:57
14	the first time that it will be recorded and then	19:08:00
15	something that can be viewed by people because	19:08:03
16	obviously we all have much different schedules	19:08:06
17	and can't always make those trainings. So I	19:08:09
18	want to make sure that we're really just	19:08:11
19	capturing that.	19:08:13
20	And so I guess the question that we	19:08:14
21	haven't decided yet is -- or the answer that we	19:08:16
22	haven't decided on yet is, do we just go ahead	19:08:18
23	and record something and then just send it out	19:08:20
24	or do we do something live and then tape it?	19:08:21

1 That's what we're still trying to figure out. 19:08:24

2 MS. PALMIERI: And I think our feedback 19:08:27

3 would be any changes made, so anything that's 19:08:30

1 4 4 removed from last year's procedural manual or 19:08:31

5 anything that's added, if there can be 19:08:34

6 indicators of that somehow within -- 19:08:36

7 CHIEF LONG: Yes, that's a good point. 19:08:39

8 And, Frank, you actually helped calling that 19:08:41

9 out. Do you want to tell the Committee just 19:08:44

10 what you pointed out to us? 19:08:46

11 MR. LALLY: Yeah, sorry. So there's 19:08:48

12 the summary of changes, are you talking about 19:08:51

13 that, Chief Long, that's on the website? 19:08:54

14 CHIEF LONG: Yeah. 19:08:54

15 MR. LALLY: And so there's a summary of 19:08:56

16 changes which is on the website that Chief Long 19:08:58

17 0 19:09:012 73.02 29

1 didn't know so I'm happy that you told us that. 19:09:20
2 It sounds like from the Committee you all are 19:09:23
3 saying that we should update that summary of 19:09:25
4 changes just to make sure that it's clear for 19:09:27
5 everybody, is that right that I'm hearing that? 19:09:29
6 MR. LALLY: Yeah, if there's any 19:09:31
7 changes that result -- like as a result of the 19:09:33
8 public comment. You know, obviously if nothing 19:09:36
9 changes as a result of public comment, I suppose 19:09:39
10 the existing summary of changes is sufficient 19:09:41
11 but, you know, just so people can compare based 19:09:44
12 on what the document was last year compared to 19:09:47
13 what the final document is this year. 19:09:50
14 CHIEF LONG: That sounds reasonable to 19:09:53
15 me. 19:09:54
16 MR. LALLY: Thank you. 19:09:56
17 MEMBER FAHEY HUGHES: Any other 19:09:57
18 questions or comments for Chief Long? 19:09:59
19 All right. Thank you, Chief Long. 19:10:03
20 CHIEF LONG: Thank you, all. 19:10:05
21 MEMBER FAHEY HUGHES: Appreciate you 19:10:06
22 being here. 19:10:07
23 CHIEF LONG: Thank you so much. 19:10:08
24 MEMBER FAHEY HUGHES: Okay. I'm going 19:10:09

1	to back up again and go back to public comment	19:10:11
2	because I see that Dr. Alvarez is here. So if	19:10:14
3	you'd like to come up for public comment that	19:10:17
4	would be great. You've got 3 minutes to speak	19:10:21
5	and please. Proceed thanks.	19:10:26
6	DR. ALVAREZ: Thank you so much. I	19:10:30
7	really appreciate the work this Committee is	19:10:33
8	doing, it's important. And I really want to	19:10:35
9	emphasize the need for CPS to listen to the	19:10:37
10	concerns of the constituency that we serve.	19:10:40
11	Students with disabilities are still	19:10:44
12	underserved by CPS. I appreciate the	19:10:45
13	committeewoman's concern saying that having	19:10:48
14	bussing only for students with disabilities does	19:10:50
15	present the possibility for further	19:10:53
16	stigmatization. There should be no	19:10:55
17	stigmatization. Disability exists on the human	19:10:58
18	spectrum. There's no more problem with it than	19:11:02
19	being tall or short, having blue eyes or green	19:11:06
20	eyes. It's a part of the human condition, but	19:11:10
21	it's important that we recognize the significant	19:11:13
22	disparities that exist.	19:11:16
23	I showed you some analysis just in the	19:11:17
24	admissions data, just in the applicant data for	19:11:21

1	selective enrollment and gifted schools. If you	19:11:24
2	look in that, students with IEPs make up less	19:11:27
3	than 3 percent of those who test. Now, it's a	19:11:30
4	family's choice and it's a child's right to	19:11:33
5	decide where they want to apply or not, but you	19:11:36
6	can't tell me that these significant disparities	19:11:38
7	reflect a difference in motivation to want to go	19:11:41
8	and apply for these programs.	19:11:44
9	Part of the problem is CPS does a	19:11:46
10	horrible job in identifying as they are required	19:11:48
11	to do under Child Find early on and identifying	19:11:51
12	the students who have disabilities who need	19:11:55
13	support. And the reason this is doubly	19:11:57
14	problematic is that early intervention is one of	19:12:00
15	the best ways of mitigating the harms of failing	19:12:03
16	to have properly inclusive instruction and an	19:12:06
17	inclusive environment.	19:12:10
18	If you also look at that data you	19:12:12
19	should also note that this is also problematic.	19:12:15
20	Anyone who knows neurological development knows	19:12:18
21	that essentially particularly for twice	19:12:19
22	exceptional students you have higher	19:12:21
23	representation of neuro diverse students	19:12:23
24	particularly in the higher IQ range. So the	19:12:27

1	fact that you have this distribution, if you	19:12:29
2	look on the right about gifted for students with	19:12:31
3	IEPs and non IEPs, that shows you that you're	19:12:34
4	not accurately capturing all the students,	19:12:37
5	you're not accurately selecting for the neuro	19:12:42
6	divergent population and this also needs to	19:12:46
7	change.	19:12:48
8	I also want to point out that CPS's new	19:12:49
9	budget formula while focused on equity, we were	19:12:53
10	promised better equity, we were promised better	19:12:56
11	transparency, but they are just releasing the	19:12:59
12	budget now. What they fail to do is account for	19:13:01
13	the significant changes this new funding formula	19:13:04
14	will cost schools for the support staff that	19:13:06
15	serves students with disabilities. And trying	19:13:10
16	to retroactively change it and trying to massage	19:13:12
17	it later is too late. It shows that students	19:13:15
18	with disabilities were an after thought, that's	19:13:17
19	a problem. And I want to go and ask this	19:13:19
20	Committee to increase the efforts to make sure	19:13:22
21	that all students are represented, all students	19:13:24
22	are cared for and all students are provided the	19:13:27
23	opportunity to learn.	19:13:30
24	Thank you so much.	19:13:31

1	MEMBER FAHEY HUGHES: Thank you,	19:13:32
2	Dr. Alvarez.	19:13:33
3	And I'm going to try another time for	19:13:34
4	speaker number 2, Paul Wargaski, if you're on	19:13:38
5	can you press star 6?	19:13:43
6	All right. I'm going to move on then.	19:13:48
7	We -- sorry, we will briefly discuss the	19:13:57
8	potential or the plan for Special Education	19:14:07
9	Advisory Committee Student Representative. The	19:14:12
10	chief search working group is finalizing the	19:14:15
11	details of an application process to select a	19:14:19
12	student representative for this Committee. We	19:14:22
13	anticipate that the application form will be	19:14:25
14	live in August 2024. We will share more	19:14:29
15	information at that time. Applicants must be in	19:14:34
16	high school, at least 16 years of age by the	19:14:37
17	start of the 24-25 school year and have an IEP,	19:14:40
18		19:14:46

1 MEMBER FAHEY HUGHES: It is exciting. 19:15:07
2 I'm looking forward to having a student 19:15:08
3 representative. 19:15:11
4 All right. Any other comments 19:15:12
5 before -- go ahead. 19:15:13
6 COMMISSIONER ARFA: Hi, everyone. This 19:15:16
7 is Commissioner Rachel Arfa. I was thinking 19:15:18
8 about the name change at CPS, and I want to ask 19:15:22
9 to consider the name of the committee to be 19:15:26
10 lined with that, maybe Students with 19:15:30
11 Disabilities -- CPS Students with Disabilities 19:15:33
12 Advisory Committee. What do you think? 19:15:36
13 MEMBER FAHEY HUGHES: I think it's 19:15:42
14 definitely something that we can talk about. 19:15:43
15 MR. LALLY: We can't gavel it down 19:15:49
16 right here, it needs a little more time. 19:15:52
17 MEMBER FAHEY HUGHES: Exactly, but I 19:15:55
18 appreciate that. Thank you, Commissioner. 19:15:56
19 All right. Any other comments or 19:15:58
20 questions? 19:16:01
21 MS. PALMIERI: I guess I would just 19:16:03
22 say, you know, for public comments, you know, we 19:16:05
23 really want to encourage families to come. This 19:16:07
24 is an opportunity, this is a safe space to share 19:16:10

1	your feedback, share the heartache, share the	19:16:12
2	frustration, share the confusion. We really	19:16:15
3	appreciate the public comments we received	19:16:18
4	today. These are all really relevant topics and	19:16:20
5	they're taken to heart and we really want to be	19:16:23
6	able to share. You know, we're super	19:16:25
7	appreciative of where we've come in the past	19:16:28
8	year. Has it been a year?	19:16:31
9	MEMBER FAHEY HUGHES: Yes, it's almost	19:16:32
10	a year.	19:16:33
11	MS. PALMIERI: And we're making a lot	19:16:34
12	of progress, but we -- this is a great place to	19:16:36
13	come and share your public comment and share	19:16:38
14	your concerns. There's a lot of great people	19:16:40
15	within this room. We hope to see -- usually	19:16:42
16	Chief Long is in person. We'd love to see the	19:16:46
17	CEO, the CEEdO, other Board Members attend as we	19:16:48
18	start the school year.	19:16:51
19	MEMBER FAHEY HUGHES: Thank you.	19:16:53
20	All right. If you are interested in	19:16:53
21	continued engagement with us or have questions,	19:16:57
22	comments or suggestions please e-mail	19:17:00
23	BOESEAC@CPS.EDU. If you know of people who	19:17:04
24	couldn't attend this evening but would like to	19:17:10

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be engaged with us please contact the Board
Office at (773) 553-1600. And thank you,
everyone, for being here today both in person
and online. I appreciate you.

19:17:13
19:17:15
19:17:19
19:17:22

(Whereupon, these were all the
proceedings had at this time.)

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hope	instruction	Kindergarten	list	meeting	neurological
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