

BOARD OF EDUCATION  
CITY OF CHICAGO  
SPECIAL EDUCATION ADVISORY COMMITTEE  
(Zoom)  
held on  
November 8, 2023

STENOGRAPHIC REPORT OF PROCEEDINGS  
had in the above-entitled cause held virtually  
via Zoom, commencing at 6:04 p.m.

BOARD MEMBERS PRESENT:

MS. MARY FAHEY-HUGHES, Special  
Education Advisory Committee Chairwoman

Reported By: Karen Fatigato, CSR



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(Whereupon, the following  
proceedings commenced at  
6:04 p.m.)

MEMBER FAHEY HUGHES: Good evening,  
welcome to the Chicago Board of Education's  
Special Education Advisory Committee Meeting.  
Notice of this meeting was posted on November  
6th, 2023 or at least 48 hours before this  
meeting at the James Monroe Elementary School,  
Board -- and Board Office at One North Dearborn  
and 42 West Madison Lobby and on WWW.CPSBOE.ORG.  
Today is November 8th, 2023. We are holding  
this meeting in the James Monroe Elementary  
annex cafeteria. I am Mary Fahey Hughes.

18:04:08

18:04:25

I would also like to acknowledge the  
Committee members who are here tonight. Barb  
Cohen, Christine Palmieri, Jim Cavalero,  
virtually, Nicole Abreu Shepard is on my right,  
Rachel Arfa, Stephanie Anderson, Frank Lally,  
Katherine Buitron-Vera, and we also have Amanda  
Klemas from Equip For Equality here today.  
Kimberly Watson Dodd is joining us virtually,  
and Dee Fedrick is also joining us virtually.

18:04:49

18:05:13

I'd like to also acknowledge Board







1           Let's now proceed with public comment.  
2           As a reminder, union representatives are  
3           allotted ten minutes to speak before public  
4           participation and any elected officials will  
5           speak after the conclusion of public  
6           participation.

18:08:37

7           For the record, I would like to note  
8           that advance registration to speak at the  
9           Special Education Advisory Committee Meeting  
10          began on Monday, November 6th, 2023 at 10:00  
11          a.m. and closed on Tuesday, November 7th, 2023  
12          at 5:00 p.m. or until all five out of five slots  
13          for speakers or 100 slots for observers were  
14          filled, whichever occurred first. Individuals  
15          who registered to speak will have 2 minutes to  
16          comment, and I will call speakers in the order  
17          of registration.

18:08:48

18:09:07

18          Members of the public may submit  
19          written comments on this proposal via the  
20          Written Comments Form on the Board's website  
21          WWW.CPSBOE.ORG or mailed to One North Dearborn,  
22          Suite 950, by 5:00 p.m., Thursday, November 9th,  
23          2023.

18:09:18

24          There are no public participants who



1 registered to speak so we will now proceed with  
2 the Subcommittee updates. The Subcommittee  
3 designees will give an update starting with the  
4 Culture of Special Education in CPS Subcommittee  
5 Dee Fedrick, please provide an update. You can  
6 president star 6 to unmute.

18:09:52

7 MS. FEDRICK: Can you all hear me?

8 MEMBER FAHEY HUGHES: Yes.

9 MS. FEDRICK: Wonderful. Again, my  
10 name is Dee Fedrick, I apologize that I couldn't  
11 be there with you all today. I am the co-chair  
12 of the Culture of Special Education  
13 Subcommittee.

18:10:04

14 In the Culture of Special Education  
15 Subcommittee we discussed that there's often a  
16 lack of trust between families of students with  
17 disabilities and the District. There are also  
18 children with disabilities who have had  
19 exceptionally positive special educational  
20 experiences. We want people to trust CPS and  
21 believe that it is a good school district, but  
22 to do that we need to name the things that  
23 undermine the delivery of effective special  
24 education, address what is not working and make

18:10:17

18:10:31



1 changes that will improve student and family  
2 experience and improve student outcomes.

3 So we know that CPS families who have  
4 children with disabilities have varying levels  
5 of satisfaction with amount of quality and  
6 delivery of the special education services their  
7 children receive, but we have very little data  
8 from families and caregivers of the specifics of  
9 their levels of satisfactions across the  
10 District. We want to know what is working and  
11 what is not working from a parent/caregiver  
12 perspective and are working out the details as  
13 to how we will move forward to get this data,  
14 and we will update you on it in the near future.

15 We want a system that uplifts and  
16 honors students with disabilities exactly as  
17 they are loud and proud. Treating students with  
18 dignity and respect begins with acknowledging an  
19 individual's student disability so that they may  
20 get the special education services they need to  
21 thrive and grow. We're looking into  
22 transferring some of the language the District  
23 uses when speaking about students with  
24 disabilities and we'll have more on that later.

18:10:58

18:11:12

18:11:28

18:11:44



1 Thank you.

2 MEMBER FAHEY HUGHES: Thank you, Dee,  
3 for that update.

4 I will give the next -- I will give the  
5 next update from the High School in Transition  
6 Subcommittee. 18:12:06

7 We identified a number of areas we'd  
8 like to address, improve -- 1: Improved access  
9 to high school programs. First, any parent of  
10 an 8th grader knows the anxiety that bubbles up  
11 at this time of year around GoCPS and the high  
12 school application and acceptance process. When  
13 you have a child with a disability, it is even  
14 more complicated. I found out today at a  
15 meeting about changes to this year's GoCPS  
16 process that I was absolutely thrilled to hear  
17 about. And these changes may expand  
18 opportunities for students with disabilities for  
19 varying high school programs across CPS. 18:12:28

20 At the same time there are still  
21 barriers to access that are based on test  
22 scores, and I'm not even talking about selective  
23 enrollment. Given the learning challenges that  
24 come with a disability, it only makes sense that 18:12:42

18:13:03





1 many of the lower scoring students may have IEPs  
2 due to lower test scores. It means that a  
3 student couldn't face -- I'm sorry, given the  
4 learning challenges that come with a disability,  
5 it only makes sense that some students may have  
6 an IEP. Do lower test scores mean that a  
7 student can't be successful in a given program  
8 that meets their interests? Not necessarily.  
9 So we're thinking about ways to expand access to  
10 appropriate programs for students with  
11 disabilities.

18:13:33

18:13:54

12 Second, there is so much mystery around  
13 High School in Transition program options for  
14 students with disabilities. It's not until you  
15 get there that you start questioning what is  
16 available for my child. Parents do not know  
17 what's fully available. We believe that there  
18 should be more clarity around cluster high  
19 school and transition programs like what are all  
20 the options? Where are they? Who do they  
21 serve? And what happens if I take a diploma at  
22 12th grade versus attending a transition  
23 program?

18:14:07

18:14:24

24 Third, parents need education on their



1 rights and what they can expect in navigating  
2 special education in CPS. What a parent needs  
3 to know coming out of early intervention is very  
4 different from a parent who is looking at  
5 transition and beyond. We want to think ways to  
6 develop age-specific training and other  
7 materials that will support families on their  
8 journey with CPS.

18:14:50





1 parents. Many parents who have students with  
2 specific learning disabilities have said that  
3 they did not get helpful information from CPS in  
4 trying to get supports for their kids. This is  
5 an issue of equity, transparency and education  
6 of stakeholders.

18:17:08

7 And finally our third thought is about  
8 the viability of CPS offering extended school  
9 year programming specifically focused on Wilson  
10 instruction. Foundational skills instruction  
11 for students with characteristics of dyslexia  
12 require greater repetition and intensity in  
13 instruction than schools can easily offer during  
14 the school year, and an intensive  
15 five-day-a-week summer program could  
16 significantly improve these students' skills.

18:17:24

18:17:40

17 Thank you.

18 MEMBER FAHEY HUGHES: Thank you, Barb.

19 All right. Now, I will give the update



1 classroom. Students who have destructive  
2 behaviors often get moved to more restrictive  
3 environments rather than being supported in  
4 learning -- and learning to manage their  
5 behaviors in the least restrictive environment. 18:18:16

6 There are evidence-based practices that have  
7 been shown to improve student behavior. We are  
8 sourcing the idea that every teacher and staff  
9 member could benefit from more extensive  
10 training in behavior management of students as 18:18:31  
11 well as direct support in the classroom. If  
12 behavior is adequately addressed, it helps the  
13 whole ecosystem of a school.

14 That concludes the reports.

15 Are there any questions about what we 18:18:48  
16 discussed or our proposals or updates?

17 Yes, sorry, we'll get to the chief  
18 subcommittee later, yeah, right. So any  
19 thoughts -- I know not everyone was in every  
20 subcommittee except me. So may -- 18:19:18

21 UNKNOWN PERSON: May I?

22 MEMBER FAHEY HUGHES: Yeah, go ahead.

23 UNKNOWN PERSON: I don't know how close  
24 I have to be to this thing.



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I think I just jotted down when it came to Culture of Special Education in CPS if there would be capacity to maybe also in addition to parent and caregivers for students that are -- that it would be accessible to to also get data from students.

18:19:45

MEMBER FAHEY HUGHES: Oh, yes. Yeah, I think that would be great.



1 MS. PALMIERI: Part of what the role of  
2 the survey would be to find out and get more  
3 information on what the experience is of an  
4 actual parent or family or guardian going  
5 through the process.

18:20:46

6 On top of that we had talked about, and  
7 I don't know if it was reviewed, the name  
8 ODLSS --

9 MEMBER FAHEY HUGHES: Yes.

10 MS. PALMIERI: -- and just talking  
11 about -- so like even with our survey for the  
12 chief, when passing it out usually the first  
13 question of many families was what is ODLSS,  
14 right. But when you said, oh, this is for the  
15 head of special education they knew exactly what  
16 that is. So one of the things that we've been  
17 talking about is how can we revert back to  
18 something that's more like Office of Special  
19 Education.

18:20:56

18:21:09

20 MEMBER FAHEY HUGHES: Right, I think  
21 some of the things we talked about were that the  
22 current terminology is not necessarily accurate  
23 and we're dealing with students with  
24 disabilities, and naming that actually puts more

18:21:18



1 direct focus on the fact that they have  
2 disabilities and they have needs surrounding  
3 those disabilities. So I think that's  
4 definitely in the hopper as well, more  
5 discussion about that.

18:21:52

6 Any thoughts about the other proposals?

7 MS. BUITRON-VERA: From the Literacy  
8 Committee something that we discussed too was  
9 making all the materials available in different  
10 languages and relying on CPS marketing to make  
11 easy visible, easy to read, easy to follow, easy  
12 to access in all languages that we cover for the  
13 schools and maybe considering sharing with  
14 principals to sharing their newsletters, as well  
15 as making it available in -- for parents to  
16 access it through social media.

18:22:16

18:22:35

17 MEMBER FAHEY HUGHES: Yes. I think  
18 along those lines one of the kind of overarching  
19 things in all of these groups is that there's  
20 kind of -- its delivery is uneven across the  
21 District. Some people have tremendously  
22 wonderful experiences and some do not, and  
23 oftentimes it's directly related to their  
24 understanding of special education in general.

18:22:56





1 So I think that that is one thing that we really  
2 want to punch up for families so that they have  
3 a roadmap from starting -- you know, from early  
4 intervention through transition and beyond  
5 because there are so many questions along the

18:23:35







1 of the reason that there's, you know, an adult  
2 with them, but sometimes that just can't happen.  
3 And, you know, honestly to me in my building  
4 that comes down to substitutes. And even if I  
5 have the funding and I have a bucket set aside  
6 for it, I can't even find substitutes just for  
7 the people that were sick in my building, you  
8 know, for that day. So I think it's a larger  
9 issue even if the building wants to do it, it's  
10 really difficult sometimes.

18:27:53

18:28:06

11 MEMBER FAHEY HUGHES: Thank you.

12 I know the Talent Office is working on  
13 ways to bring in parent mentors, train them to  
14 be SECAs and then some of those SECAs are then  
15 being brought in to get their degrees in  
16 education, which is pretty amazing.

18:28:22

17 Any other thoughts?

18 So let's talk about what we'd like to  
19 see happen next, anything, for two minutes would  
20 be great.

18:28:55

21 MS. PALMIERI: I think one of the  
22 things just to circle back on understanding that  
23 there is vacancy issues and subbing issues with  
24 SECAs. We do see though with buildings who are





1 availability of subs to attend and watch the  
2 student. But there's another issue of sort of  
3 just this lockdown of communication, and I think  
4 when it might -- you know, administrators might  
5 think that that's the best pathway, but it makes  
6 it harder for everybody in the long run.

18:30:21

7 MEMBER FAHEY HUGHES: Thank you.  
8 Any other thoughts?

9 I think with respect to the SECAs that  
10 that parent collaboration is really important.  
11 And, you know, sometimes it comes down to the  
12 culture of a school, that's something that we  
13 talked about too in our group is that if you  
14 have a special ed friendly principal, things can  
15 go really great at a school. But sometimes  
16 they're I hate to say like considered an  
17 inconvenience to have a lot of students with  
18 disabilities and that's heartbreaking because  
19 so -- I truly believe that if students with  
20 disabilities needs are met, everyone's needs  
21 will be met. It's a culture that supports --  
22 supports a holistic view of everyone living  
23 together, everyone working together and that's  
24 something culture-wise I think it's worth

18:30:43

18:30:59

18:31:26



1 looking at.

2 MS. PALMIERI: I just had one more  
3 quick thought too. I don't know where this  
4 meeting was advertised or marketed on the CPS  
5 end, if it is just on the Board of Ed web page, 18:32:06  
6 but we need to do better to share on the CPS  
7 social media sites. We can share, but we're  
8 not -- you know, we only have a limited amount  
9 of stakeholder involvement and I am not a  
10 marketing genius, so for meetings moving forward 18:32:21  
11 we want to see public comment, we want to have  
12 families here, so we'll have to figure out how  
13 to better share the information on meeting dates  
14 and times.

15 MEMBER FAHEY HUGHES: Agreed. 18:32:36

16 MS. FEDRICK: I agree with you only  
17 because the fact I've been hearing just  
18 different -- being city-wide I've been hearing  
19 different issues about just different special  
20 education teachers needing help and support and 18:32:50  
21 them saying, well, you know, where is the  
22 Special Education Advisory Committee, when are  
23 they meeting, I want to just have my voice and  
24 say something? But, you know, it's sad to say



1 but, you know, a lot of information gets passed  
2 out through Facebook. But I know that's not,  
3 you know, how people want to go about, but it is  
4 how a lot of information is spread nowadays is  
5 through Facebook. But there does need to be a  
6 bigger marketing -- not marketing but news brief  
7 on when we're meeting because our -- I mean, our  
8 colleagues are out there and their voices need  
9 to be heard as well.

18:33:18

10 MEMBER FAHEY HUGHES: Great.

18:33:34

11 MS. BUITRON-VERA: On that note, what  
12 Christine was saying -- what you were saying,  
13 Mary, about the disconnect between the parent  
14 trying to get to the -- no, Christine was saying  
15 the parent trying to get with the SECA but some  
16 administrators want the parent to go to them.  
17 It actually is more work to the administrators.  
18 And when you find that principal that cherishes  
19 your special needs children, your student with  
20 disabilities, when you find that principal, that  
21 principal is gold. And I am very lucky that I  
22 have three of those as a parent. And that  
23 should be highlighted also widely through CPS,  
24 especially during this time of the year where

18:33:46

18:34:05





1 the GoCPS line is -- it's like a dooming line  
2 for a lot of people. And I always -- when  
3 people ask, they want to know what's the best --  
4 the bestest school, the bestest school is the  
5 one that is going to meet your children's need.  
6 If your kid has a hefty IEP and the needs of  
7 that IEP will be fulfilled at that school, that  
8 is the best school. It's not the name. It's  
9

18:34:39



1 All right. So moving on, the last  
2 update on the Chief of ODLSS Search Subcommittee  
3 will be via a presentation from Alma Advisory  
4 Group. They'll share updates on the executive  
5 search and findings from the community listening  
6 sessions that were hosted in September. I will  
7 turn it over to Alma to begin their  
8 presentation.

18:36:03

9 MS. FLOWERS: Thank you so much, Board  
10 Member Fahey Hughes. This is Sylvia Flowers  
11 from the Alma Advisory Group, and it is a  
12 pleasure to be here tonight to share with you a  
13 summary of the community feedback that we  
14 received.

18:36:16

15 Can everyone see the screen?

18:36:33

16 MEMBER FAHEY HUGHES: We've got

17



1           So I just want to start with reminding  
2 the group of our shared purpose. This was  
3 constructed with the Office of Talent, as well  
4 as with the Alma team. And our goal is to  
5 recruit, screen and select the next Chief of  
6 ODLSS for Chicago Public Schools. The Chief of  
7 ODLSS is the lead advocate for students with  
8 disabilities served by CPS. And the Chief of  
9 ODLSS works in collaboration with students,  
10 parents, CPS departments and other stakeholders  
11 to bring the highest standard of service to  
12 students.

18:37:22

18:37:40

13           Our purpose is to lead a search process  
14 that is transparent, guided by our community and  
15 designed to mitigate bias every step of the way.

18:37:54

16           MEMBER FAHEY HUGHES: Excuse me,  
17 Sylvia, could you share your screen?

18           MS. FLOWERS: Oh.

19           MEMBER FAHEY HUGHES: Thank you.

20           MS. FLOWERS: So we created two primary  
21 activities for community input, the first was  
22 our community gatherings, and then the second  
23 was the community survey. We scheduled four  
24 in-person and virtual gatherings, and the focus

18:38:10



1

of those meetings were to really engage in small





1 city demographics. There were areas where we  
2 would have wanted to see the survey more closely  
3 match the student demographics. For example,  
4 the Latinx responses were slightly --  
5 significantly lower than the District student  
6 demographics, and so that's an area where we  
7 would have wanted to see a little bit more  
8 representation.

18:42:03

9 We also asked whether or not the  
10 respondents self-identified as having a  
11 disability, and we saw a little over 20 percent  
12 identified as having a disability and then 13  
13 percent preferred not to answer.

18:42:24

14 So what did we learn? So we heard --  
15 we asked about areas of improvement, and while  
16 there were some differences in the level of  
17 priority, these four areas emerged as top  
18 priorities for parents, staff and -- across  
19 parents and staff as well as all respondents.  
20 Those were, you know, supporting the health and  
21 well-being of staff, meeting students' social  
22 and emotional needs was a top priority for  
23 almost all categories, then ensuring student  
24 safety while in school and then improving

18:42:44

18:43:06



1 communication between the District office,  
2 schools and families.

3 When we looked across various  
4 demographic indicators, and so here we looked at  
5 race ethnicity as well as whether or not the 18:43:41  
6 respondent identified as having a disability.  
7 And then we also are showing the income level of  
8 the respondents. We saw the similar -- similar  
9 priorities as the previous slide, but we would  
10 add closing the achievement gap and graduation 18:43:59  
11 rate between students of color and white  
12 students as well as improving student academic  
13 performance. These sort of emerged across these  
14 demographics.

15 MS. ARFA: Hi, Sylvia, this is Rachel 18:44:18  
16 Arfa. I just wanted to make sure as you're  
17 going through the slide that you describe the  
18 different graphs. As part of disability  
19 etiquette make slides accessible, one way to do  
20 that is read the information on the slide for 18:44:34  
21 people who are participating. Thank you.

22 MS. FLOWERS: Thank you.  
23



1 across those open-ended -- that open-ended  
2 question, which was, ODLSS will be successful if  
3 we accomplish these three things within the next  
4 three years. We categorized all of the  
5 responses, and we found that 38 percent of the  
6 people who completed this open-ended response  
7 indicated that recruiting teachers, filling  
8 staff vacancies to ensure adequate staffing,  
9 reduced class sizes, case loads and paying  
10 teachers more to retain them was mentioned by  
11 about 38 percent of respondents.

18:45:19

18:45:40

12 The next sort of highest category was  
13 listening to staff, providing supports and  
14 professional development and creating a  
15 collaborative and positive environment and  
16 culture. About 36 percent of the open-ended  
17 respondents were in that category.

18:45:57

18 Next was improving curriculum, learning  
19 tools, academic and life outcomes for students  
20 in closing academic achievement gaps. About a  
21 third of the -- 25 percent, a quarter of the  
22 open-ended responses to that question sort of  
23 fell into that category.

18:46:14

24 Next was ensuring adequate funding and





1 resources so that staff can provide students  
2 with what they need. About 16 percent of the  
3 responses were in that category.

4 And then lastly 15 percent of the



1 make this process more inclusive.

2 Twelve percent said that having more  
3 frequent and transparent communications about  
4 the selection process is important to them in  
5 ensuring a more inclusive process. And I know  
6 that we have a dedicated website -- web page for  
7 the search, and I believe after today's meeting  
8 we will be posting this report out back on the  
9 website so that people will hear what was  
10 reported.

18:48:12

18:48:32

11 And then lastly providing  
12 opportunities, such as, town halls,  
13 meet-and-greets where stakeholders can directly  
14 ask candidates questions and get to know them  
15





1                   So the survey also asked about the  
2 skills and attributes for the next chief by  
3 stakeholder group. And so what you'll see on  
4 this slide are all responses -- respondents in  
5 the darker blue, parents of CPS students in the  
6 medium shade of blue, parents of a student with  
7 an IEP or 504 Plan in the light blue, teachers  
8 or licensed staff in the dark purple and Central  
9 Office staff in the lighter purple. And there  
10 were five skills and attributes that rose to the  
11 top across all of these stakeholder groups.

18:50:54

18:51:16

12                   The first was putting the interest of  
13 students -- putting the best interest of  
14 students first in all decisions.

18:51:0



1 stakeholder groups there were some that were  
2 higher than others. So, for example, for  
3 parents of a student with an IEP or 504, putting  
4 the best interest of students first, seeking and  
5 responding to feedback from students, parents  
6 and staff and then being a strong and clear  
7 communicator were the top three for parents.

18:52:13

8 For teachers, we saw putting the  
9 interest -- best interest of students first in  
10 all decisions was number one. The second was  
11 being a strong and clear communicator. And then  
12 almost tied for third was creating an inclusive  
13 environment for students and staff, as well as  
14 being collaborative and being skilled at  
15 managing competing priorities.

18:52:33

18:52:53

16 And then Central Office staff saw the  
17 first two ranked really high for them, which was  
18 putting the best interest of students first in  
19 all decisions and creating an inclusive  
20 environment for students and staff. The next  
21 highest was and probably tied was being a strong  
22 and clear communicator and being collaborative  
23 and skilled at managing those competing  
24 priorities.

18:53:11



1                   When we looked across the other  
2 demographic indicators, we saw these top --  
3 these six skills and attributes rise to the top.  
4 So in the dark blue bar you see all respondents.  
5 Next is the responses from people who identified  
6 as African American, Afro Caribbean or black.  
7 The light blue bar represents Hispanic American,  
8 Chicana or Latinx respondents. The dark purple  
9 bar are respondents who self-identified as  
10 having a disability. And then the light purple  
11 bar are respondents who identified as family  
12 income under \$50,000.

18:53:42

18:54:07

13                   So what we saw across these demographic  
14



1 identified as -- self-identified as having a  
2 disability, putting the best interest of  
3 students first in all decisions was number one.  
4 And then tied for the second spot looked to be  
5 creating an inclusive environment for students  
6 and staff, as well as being a strong and clear  
7 communicator.

18:55:19

8 When we look at our respondents whose  
9 family income was less than \$50,000, we saw the  
10 top two to three skills were around maintaining  
11 a focus on diversity, equity and inclusion,  
12 seeking and responding to feedback from  
13 students, parents and staff and creating an  
14 inclusive environment for students and staff,  
15 followed by being a strong and clear

18:55:36

18:55:57

16 57s t u d e n t s f i r s t i



1 we're looking for in this next leader, we  
2 described it as this, the CPS community wants a  
3 special education leader with demonstrated and  
4 measurable success who puts students first and  
5 understands the context of Chicago Public  
6 Schools. They want a leader who is able to  
7 ensure adequate resources, staff and support for  
8 the needs of students. A leader who is able to  
9 build, organize and develop a strong team and  
10 can recruit and retain teachers and clinicians  
11 to the District. We're also looking for someone  
12 who is visible and listens to understand and  
13 acts on input from the stakeholders. And a  
14 leader who views families, staff and community  
15 as assets to this work. We're looking for  
16 someone who builds a culture of continuous  
17 improvement and transparency, which includes  
18 professional development and training for staff  
19 and building leaders. And someone who ensures  
20 that programs and services are appropriately  
21 resourced to meet the academic, social/emotional  
22 and physical needs of diverse learners.

18:56:57

18:57:16

18:57:33

18:57:48

23 And I'll pause here to take any  
24 questions before we talk about the search and





1 where we are in the search process.

2 MS. PALMIERI: I guess I have some  
3 questions or maybe comments would be better.

4 So I think that right off the bat, so  
5 13 percent of the respondents to this survey  
6 were parents and 32 percent were staff, and I  
7 think that again it just goes back to many of  
8 the parents did not know what ODLSS was. Also,  
9 I would have liked to have seen shared the  
10 information on the town halls and the surveys  
11 shared more often. I know that it was shared on  
12 some of the CPS social media sites, but it was  
13 not as consistent as I would have liked to have  
14 seen it.

15

18:58:24

18:58:40

18:58:51





1 process, I think when we were talking about that  
2 in my head initially it would be something  
3 similar to when you have narrowed it down to two  
4 or three candidates that there would be a public  
5 forum and that there would be an opportunity for  
6 families and stakeholders just to come and  
7 listen, you know, back and forth a  
8 meet-and-greet style similar to what our prior  
9 ODLSS chief was doing multiple times throughout  
10 the nation when she was a candidate for the  
11 various roles that she was applying to.

19:00:45

19:01:02

12 So I guess that would just be my -- how  
13 are we responding to the findings that more  
14 people are requesting to be -- stakeholders are  
15 requesting to be a part of the final selection  
16 process?

19:01:17

17 MS. FLOWERS: That is a great segue to  
18 our next slide, and then I will invite the  
19 Office of Talent to talk about what those final  
20 interview stages will look like.

19:01:31

21 Any other comments before we talk and  
22 give a brief update on the search?

23 MEMBER FAHEY HUGHES: Just something  
24 that I noticed is that a lot of what people are



1 Looking for is very much aligned with what this  
2 Committee is -- has been discussing, so that's  
3 encouraging.

4 Go ahead, Frank.

5 MR. LALLY: Hello. And hopefully this  
6 question will be answered with the next slide.  
7 But, you know, I'm just curious, it seems like  
8 from the surveys there's a clear picture that  
9 folks want someone who will be a champion for  
10 students and then also create a welcoming  
11 working environment for staff. And I'm curious  
12 because it seems like a few steps have already  
13 taken place to dwindle down the candidates and  
14 how I guess has that specific feedback played

15

19:02:06

19:02:20

19:02:34



1 round, which is the Alma screen and first round  
2 interview. The second round interview, which is  
3 conducted by a CPS Interview Committee. The  
4 third round, which is also conducted by a CPS  
5 Interview Committee. And then the finalist  
6 round. What you see here is our prediction of  
7 the number of applicants that we would get at  
8 each stage.

19:03:26

9 So for the first round we estimated  
10 that based on the minimum requirements for the  
11 job that we would get between 20 or 30  
12 applicants for this role who met all of the  
13 qualifications. We received approximately 149  
14 applicants as of the time I created this  
15 presentation, it might be a little higher, and

19:03:40

19:04:01



1 by a member of the Alma team, and we're really  
2 looking at the experience, the competencies and  
3 the alignment with the mission. The resume  
4 review is part of this, as well as a phone or  
5 virtual interview, so those are either done via  
6 phone or via Zoom. And then that initial  
7 licensure check, so making sure that they either  
8 have the Illinois license already or that they  
9 would be eligible for or willing to pursue that.

19:04:51

10 From there we recommend candidates for  
11 the second round. We discussed the 21  
12 candidates who were interviewed, and we  
13 recommended that seven of those move forward and  
14 are invited to the next round. That interview  
15 is conducted by the CPS Interview Committee.

19:05:07

16 The Alma team trained that Committee in our  
17 anti-bias training and worked with them to  
18 develop competency-based interview questions,  
19 and those interviews are in progress or are  
20 almost complete.

19:05:27

19:05:46

21 From there candidates will be invited  
22 to the third round of interviews where they will  
23 also receive a performance task. At this point  
24 this is when we begin to do some initial



1 background screening and then from there the  
2 pool will be narrowed to the finalist round. So  
3 we estimate there will be two to three









1 discuss doing that but one of the issues is that  
2 not all the candidates wanted it to be known  
3 that they are applying for this job because of  
4 their current employment.

5 MS. PALMIERI: Yeah, I think that it's  
6 actually very important, it actually says  
7 stakeholder engagement, and it says that the  
8 feedback you receive from families and  
9 stakeholders was that they wanted to be a part  
10 of the process. And if someone is interested in  
11 coming -- so because part of the role that is so  
12 important is regaining the trust of families and  
13 stakeholders after many years of the situation  
14 we've been in, I would also want to make sure  
15 that the candidate would feel comfortable coming  
16 into a town hall environment. And I don't know  
17 what that would look like, however, for other  
18 candidates in a role in a large district it is a  
19 public interview, the public is welcome to  
20 attend. There isn't interaction, but there's  
21 like a feedback survey after. And I don't know  
22 that any input from that survey goes into the  
23 decision-making process, but we have a report  
24 and graphs and a lot of data that shows that

19:09:56

19:10:09

19:10:26

19:10:42

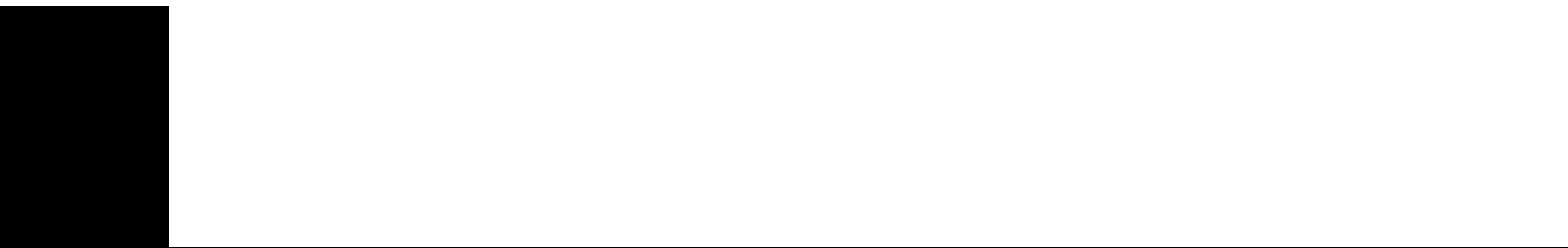


1 stakeholders want involvement in this process,  
2 so I would expect that stakeholders get  
3 involvement in the process.

4 CHIEF FELTON: If I can jump in on that  
5 just briefly. You know, it's a good point, and 19:11:08  
6 we can, you know, take that under further  
7 consideration. I do think that there are, you  
8 know -- there are pluses and minuses to having a  
9 completely public interview process. You know,  
10 Christine, I think typically we see those 19:11:23  
11 types -- and I can defer to Alma on this because  
12 they run searches nationally all the time.  
13 Almost always when we're seeing a public search  
14 like that, you know, with a public round, we're  
15 talking about a superintendent or a chief 19:11:38  
16 executive officer, and so it's pretty rare that  
17 you would see a chief-level candidate for any  
18 role do the public interview round. But, I  
19 mean, it's a fair point, it's a good point.  
20 We've tried to make sure that we're engaging 19:11:56  
21 both the Committee -- sorry if you can hear my  
22 kids in the background. You can see, you know,  
23 we worked really hard to try to build in that  
24 community engagement throughout the process, but









1           So we find that the town hall style is  
2 not something that we necessarily recommend.  
3 And for a position that is a cabinet level  
4 position, we rarely see the town hall style  
5 being used. We might see -- after there's a  
6 selected candidate, you might have a  
7 meet-and-greet after the person is selected so  
8 that they can get to know and plan for -- it  
9 could be part of their on-boarding to have sort  
10 of a meet-and-greet style plan of entry that  
11 includes meeting various stakeholders in the  
12 first -- either before they join or in the first  
13 30, 60 or 90 days.

19:16:26

19:16:44

14           MS. PALMIERI: I think maybe a comment  
15 would be, so we're talking about the difference  
16 between a public interview, and I think that  
17 when we look at superintendent roles  
18 throughout -- that do do this, their district is  
19 significantly smaller. So we're talking about a  
20 chief of special education in a district as  
21 large as Chicago, I'm not necessarily saying a  
22 public interview town hall but some access for  
23 stakeholders between now and the final decision  
24 is very important. It's been identified in the

19:17:01

19:17:13



1 data that you provided. And I'd love to learn  
2 more too about like what barriers you think  
3 might be existing within CPS, on the CPS side.  
4 And I think that if I'm hiring -- you know, I  
5 understand that piece of it, however, if I am  
6 serious about taking a job and I am a candidate  
7 of two or three, then I am ready to make it  
8 clear that I am serious about leaving my current  
9 job and coming to another one.

19:17:39

10

19:17:53





1 MS. ARFA: Could you stop the share  
2 screen so we can see people's faces at the  
3 screen?

4 MEMBER FAHEY HUGHES: Can you see it?  
5 All right. Thank you. 19:19:00

6 MS. PALMIERI: So like, for example, I  
7 think you mentioned that some of the feedback  
8 you've gotten is that you want to include  
9 ODLSS-based staff, which is great, and  
10 especially like the interim chief and the deputy 19:19:11  
11 chief in that final round. So it feels like  
12 you're getting feedback that that as a  
13 stakeholder should be -- that should be included  
14 in that finalist round. There is data here that  
15 says the feedback is the families should also be 19:19:25  
16 one of the stakeholders included in the finalist  
17 round.

18 MEMBER FAHEY HUGHES: Okay. Thank you.  
19 Anything else? Did you want to say  
20 something? 19:19:42

21 UNKNOWN PERSON: I guess I know that  
22 the LSC structure is pretty unique to Chicago  
23 Public Schools, I don't have the knowledge to  
24 know how widespread that is nationwide, but --



1 and I know principal is obviously a much smaller  
2 subset than the chief of ODLSS, but in that  
3 process the search -- you know, the LSC is the  
4 search committee and the interviewer and LSCs  
5 are trained and they are, you know, half parent, 19:20:05  
6 you know, there's a lot of parent representation  
7 there and they are parents who, yes, have  
8 received training and do all that to participate  
9 in that. And the final process as laid out by  
10 CPS for that particular thing is the finalists 19:20:20  
11 hold a, you know, a town hall or whatever they  
12 call it for those principals and questions --  
13 and the LSC poses questions not that are  
14 interview questions but like this is what our  
15 particular community wants to know about you, 19:20:38  
16 what your experience is, et cetera, after  
17 candidate statements. And the LSC is the one  
18 who ultimately decides but, you know, feedback  
19 is given, right.

20 So I guess that's sort of like the 19:20:51  
21 Chicago culture like that's very special to CPS  
22 about like our leaders, like, you know, and  
23 having it be more a community-based thing. And  
24 so I don't know to what level we can sort of







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MS. COHEN: Mary.

MEMBER FAHEY HUGHES: Go ahead, Barb.  
I didn't see you.

MS. COHEN: That's okay. I want to  
change this subject completely. This is -- a  
personal thing is that I don't trust a lot of  
rhetoric that I hear in interviews, I think that  
you can frankly get a lot of it off of Chat GPT  
to find out what catch phrases people want to  
hear. So I am concerned about making a decision  
on many of the things that come out during  
interviews. And I think that a person's past  
experience is probably the best information we  
can gather about where their skills are going to

19:23:34  
19:23:50  
19:24:12



1 answer that?

2 CHIEF FELTON: Sure.

3 MS. FLOWERS: Okay. So typically when  
4 we get to the finalist stage we do ask for  
5 formal references. So at that point candidates  
6 are advised to let their references know that  
7 they are in a search process and they can let us  
8 know who they can contact before an offer is  
9 made and who they would want us to contact after  
10 an offer is extended but, of course, the offer  
11 is pending the completion of those formal  
12 reference checks. We would typically ask for  
13 anywhere between three to five references. We

14

19:24:57

19:25:22



1 CHIEF FELTON: Not specifically about  
2 that but just to the conversation, I want to be  
3 perfectly clear that, you know, we deeply value  
4 the opinions of the folks on the Subcommittee,  
5 on the Board, you know, the parents, everyone  
6 who has taken -- you know, ODLSS staff,  
7 everybody who has taken the survey, you know,  
8 we're -- we are, like I said, deeply grateful  
9 but also like we view this as an opportunity to  
10 do view things differently than we have before.

19:26:32

19:26:51

11 I think, you know, look, like we're  
12 working to sort of make sure that we can uphold  
13 the best practices of an executive search with  
14 the feedback that we're getting here. So I  
15 think it's appropriate for us to take some of  
16 the feedback that we heard tonight and try to  
17 implement it. At the end of the day, you know,  
18 this is a decision that the CEO and Chief  
19 Education Officer have to make and make a  
20 recommendation to the Board. But like the  
21 feedback and the input that we've gotten here  
22 tonight is valuable, and I think it's worth some  
23 conversations about how to make sure that we  
24 capture both parent voice and other perspectives

19:27:08

19:27:20







1 tonight, and I think there is an opportunity to  
2 both make sure that we're upholding the best  
3 executive search processes but then also  
4 continuing to get both the Subcommittee's input  
5 and additional input from the folks that you  
6 guys were referring to, specifically parents,  
7 staff and frankly students too. So, you know,  
8 I've been taking notes, my team is here doing  
9 the same thing, I think there's an opportunity  
10 to continue to implement some of this feedback  
11 as we finalize the last stage. And we're going  
12 to continue to be in constant communication with  
13 Board Member Hughes and the Subcommittee just to  
14 make sure that we're doing that. So thank you.

19:28:55

19:29:09

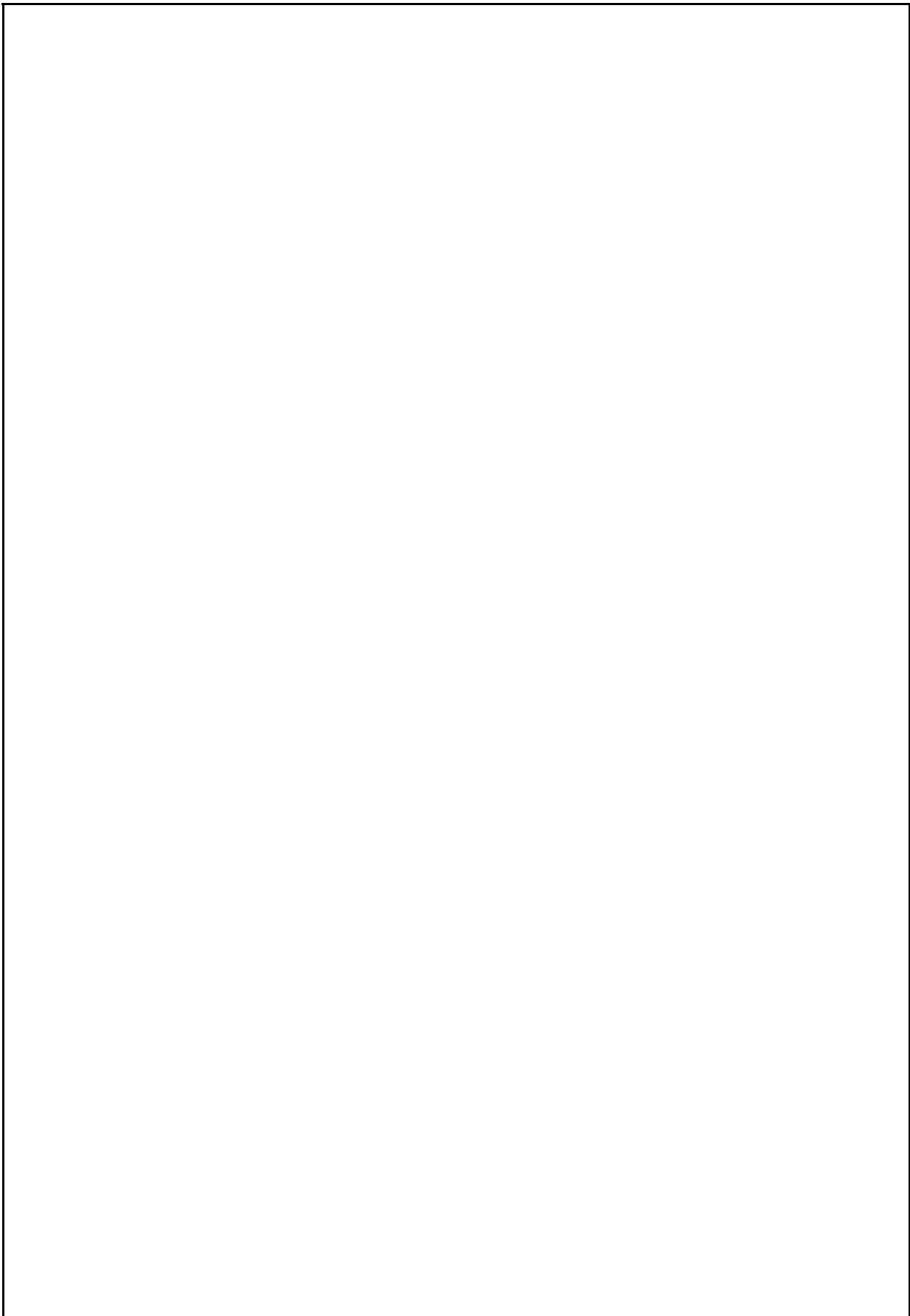
15 MS. PALMIERI: I have a question. So  
16 how do we, as a group, formalize our request, if  
17 it is the CEO and the CEO, even if it is  
18 something like the final candidates attend the  
19 ODLSS FAB meeting and simply introduce  
20 themselves and we heavily structure the meeting  
21 and the opportunity for back and forth, how do  
22 we formalize our strong --

19:29:27

19:29:41

23 MEMBER FAHEY HUGHES: Can I say -- Ben,  
24 did you get this as a formal request from some





1 CHIEF FELTON: Well --

2 MS. PALMIERI: Sorry, I don't know if  
3 you heard me. What's the timeline for the next  
4 rounds?

5 CHIEF FELTON: So I think if we're  
6 going to elongate it, you know, we need to have  
7 that discussion. You know, my hope is that we  
8 can get something, you know, to the Board by --  
9 you know, ultimately have the CEO recommendation  
10 to the Board, which is sort of the technical  
11 process for appointing chief officers, you  
12 know -- you know, I'm going to say likely in  
13 January or February, by the January or February  
14 Board Meeting.

15 MS. PALMIERI: So that's --

16 CHIEF FELTON: My hope is that we can  
17 get it there by the January or February meeting.

18 MS. PALMIERI: So it's not December  
19 1st, it might be January or February, so it  
20 gives -- so if it wasn't December 1st -- if it's  
21 now changed, so it's November now and it's not  
22 December 1st now, it might be January 1st or  
23 February 1st, that gives us the opportunity for  
24 a parent FAB meeting in there.

19:31:15

19:31:29

19:31:44

19:31:53



1 CHIEF FELTON: Yeah, I think there's  
2 opportunity -- you know, I think we need to have  
3 a discussion about how we would structure it,  
4 but I think there's definitely an opportunity to  
5 engage different stakeholder groups, yeah.

19:32:14

6 MEMBER FAHEY HUGHES: So it was my  
7 understanding that we were trying to get someone  
8 in place for the December Board Meeting so we  
9 could vote on it then. I don't know if  
10 that's -- we'll have to have conversations about  
11 it, but I think that's also part of the --

19:32:29

12 MS. PALMIERI: I guess then my question  
13 would be when did we have the results of this  
14 survey that showed that -- so like, for  
15 example -- I'm not getting -- my feedback is  
16 noted, however --

19:32:45

17 MS. FEDRICK: Christine, I'm not trying  
18 to cut you off, but I also have a question. Can  
19 you all hear me?

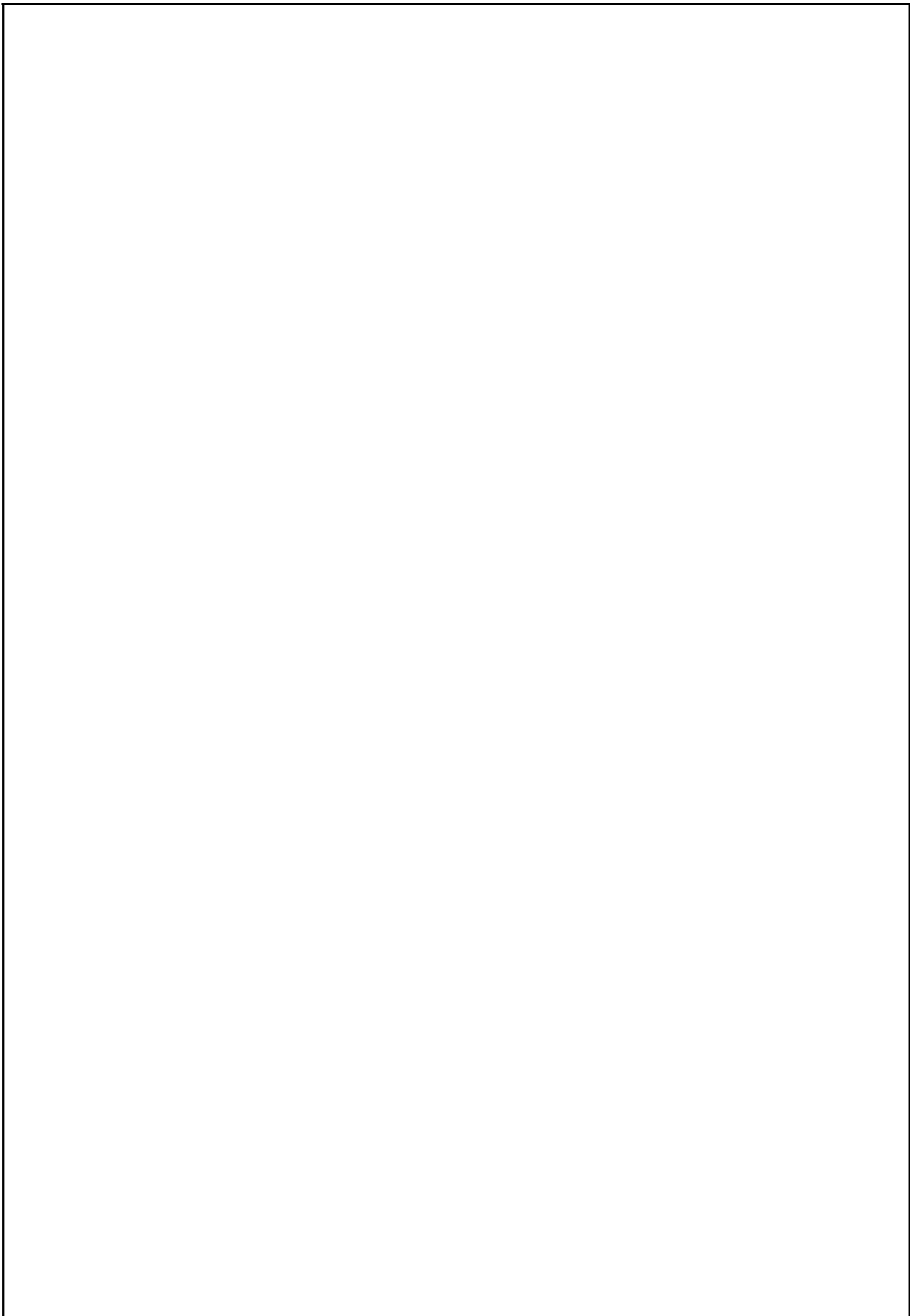
20 MEMBER FAHEY HUGHES: Yes.

19:33:04

21 MS. FEDRICK: I guess my main question  
22 is as a Subcommittee co-chair how are our voices  
23 being heard if we don't have any just knowledge  
24 of this person or just saying, oh, here's who



1



1 likely require a vote, which would probably have  
2 to be on an agenda, I would think. But  
3 that's -- we'll find out.

4 So I appreciate everyone's input. And  
5 thank you, Alma, for your presentation. 19:35:10

6 Are there any other questions before we  
7 wrap things up?

8 Okay. Well, thank you all for coming.  
9 And I appreciate everyone's point of view and  
10 understand the frustration and also am watching 19:35:28  
11 this somewhat speeded up process to hire this  
12 person for ODLSS and, yeah, we'll have more  
13 conversations about it.

14 So with that, thank you all for coming.  
15 I am hopeful, like I have never been before, 19:36:03  
16 that we're moving in a good direction with this

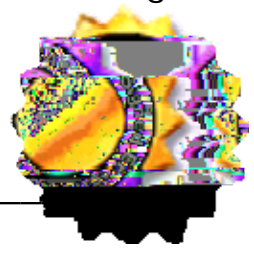


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STATE OF ILLINOIS )  
 ) SS:  
COUNTY OF C O O K )

Karen Fatigato, being first duly sworn,  
on oath says that she is a court reporter doing  
business in the City of Chicago; and that she  
reported in shorthand the proceedings of said  
meeting, and that the foregoing is a true and  
correct transcript of her shorthand notes so  
taken as aforesaid, and contains the proceedings  
given at said meeting.

*Karen Fatigato*



Karen Fatigato, CSR  
LIC. NO. 084-004072



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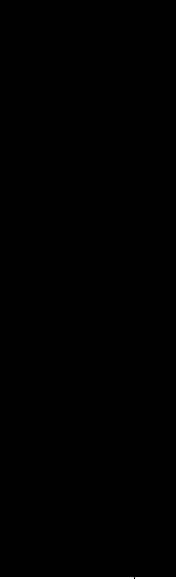
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