

BOARD OF EDUCATION  
CITY OF CHICAGO  
SPECIAL EDUCATION ADVISORY COMMITTEE MEETING  
(Zoom)  
held on  
March 6, 2024

STENOGRAPHIC REPORT OF PROCEEDINGS  
had in the above-entitled cause held virtually  
via Zoom, commencing at 6:08 p.m.

BOARD MEMBERS PRESENT:

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

Reported By: Karen Fatigato, CSR  
License No. : 084-004072

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COMMI TTEE MEMBERS PRESENT:

- MS. NI COLE ABREU SHEPARD
- MS. BARBARA COHEN
- MS. SANDRA HEI DT
- MS. CHRI STINE PALMI ERI
- MR. MI QUEL A. LEWI S
- MR. FRANK LALLY
- COMMI SSIONER RACHEL ARFA
- MR. JIM CAVALLERO
- MS. KIMBERLY WESTON DODD
- MS. TRACEY STELLY
- MS. STEPHANI E ANDERSON

1	(Whereupon, the Special	
2	Education Advisory Committee	
3	Meeting convened at 6:08 p.m.)	18:08:57
4	MEMBER FAHEY HUGHES: Hello, welcome,	18:08:57
5	everyone. Thank you all for being here. I am	18:08:59
6	grateful to see our SEIU SECAs and bus aides	18:09:03
7	here, thank you all for coming and our other	18:09:08
8	observers and guests.	18:09:11
9	Welcome to the Chicago Board of	18:09:14
10	Education's Special Education Advisory Committee	18:09:16
11	Meeting. Notice of this meeting was posted on	18:09:18
12	March 3rd -- I'm Mary Fahey Hughes, by the way.	18:09:21
13	Notice of this meeting was posted on March 3rd,	18:09:25
14	2024 or after least 48 hours before this meeting	18:09:28
15	at the Chicago High School for Agriculture	18:09:32
16	Sciences, the Board Office at One North	18:09:35
17	Dearborn, 42 West Madison Lobby and on	18:09:39
18	WWW.CPSBOE.ORG.	18:09:42
19	Today is March 6th, 2024. We are	18:09:45
20	holding this meeting at the Chicago High School	18:09:48
21	for Agriculture Sciences, first floor. I am	18:09:51
22	Mary Fahey Hughes again. I'd like to also	18:09:55
23	acknowledge the Committee Members who are here	18:09:59
24	tonight: Nicole Abreu Shepard, Stephanie	18:10:02

1 Anderson, Rachel Arfa is coming in, yes, and Jim 18:10:07  
2 Cavallero, I believe online, Barb Cohen, 18:10:16  
3 Deandrea Fedrick, Sandra Heidt, Frank Lally, 18:10:24  
1 4 4 Tracey Stelly and Kimberly Weston Dodd. 18:10:33  
5 Okay. On behalf of -- I think I got 18:10:42  
6 everyone. Oh, I'm sorry, Miquel Lewis, I didn't 18:10:45  
7 see you come in. 18:10:49  
8 All right. On behalf of the Chicago 18:10:50  
9 Board of Education, thank you for joining us 18:10:52  
10 this evening. 18:10:54  
11 The order of the meeting will be as 18:10:55  
12 follows: Opening remarks, announcements, public 18:10:57  
13 participation, the ODLSS presentation, Committee 18:10:59  
14 discussion and questions and then we will 18:11:05  
15 adjourn. 18:11:07  
16 Before I begin I'd like to welcome 18:11:09  
1 0 0 18:11:05 18:11:07



1 All right. The next Special Education 18: 12: 29  
2 Advisory Committee is scheduled for 6:00 p.m. on 18: 12: 33  
3 Wednesday, May 8th, 2024 at Belmont-Cragin 18: 12: 36  
4 Elementary School located at 6112 West Fullerton 18: 12: 41  
5 Avenue, Chicago, 60639. You can find upcoming 18: 12: 46  
6 meeting information at WWW.CPSBOE.ORG. We also 18: 12: 51  
7 encourage you to e-mail BOESC -- BOESEAC@CPS.EDU 18: 12: 57  
8 with any comments, questions or suggestions. 18: 13: 07  
9 Let's now proceed to public 18: 13: 11  
10 participation. As a reminder, union 18: 13: 13  
11 representatives are allotted 10 minutes to speak 18: 13: 17  
12 before public participation and elected 18: 13: 19  
13 officials will speak after the conclusion of 18: 13: 21  
14 public participation. 18: 13: 23  
15 The rules of public participation are 18: 13: 25  
16 as follows: Members of the public who 18: 13: 27  
17 registered to speak were given the option to 18: 13: 30  
18 attend in person or via an electronic format. 18: 13: 32  
19 Those who preferred to attend via an electronic 18: 13: 35  
20 format were given information to access this 18: 13: 38  
21 meeting by dialing a number and using their 18: 13: 41  
22 phone. We did this so that speakers with 18: 13: 43  
23 limited or no access to the Internet or who may 18: 13: 46  
24 have a weak Internet connection could still 18: 13: 49

1 participate using their phones. 18: 13: 53

2 For the record, advance registration to 18: 13: 55

3 speak at the Special Education Advisory 18: 13: 58

4 Committee Meeting began on Monday, March 4th, 18: 14: 00

5 2024 at 10:00 a.m. and closed on Tuesday, 18: 14: 03

6 March 5th, 2024 at 5:00 p.m. or until the five 18: 14: 06

7 slots for speakers and 100 slots for observers 18: 14: 11

8 filled, whichever occurred first. Individuals 18: 14: 15

9 who registered to speak will have 3 minutes to 18: 14: 18

10 comment. And I will call speakers in the order 18: 14: 21

11 of the registration. 18: 14: 26

12 Members of the public may submit 18: 14: 28

13 written comments via the Written Comments Form 18: 14: 30

14 on the Board's website at WWW.CPSBOE.ORG and 18: 14: 33

15 mail your comments to One North Dearborn, suite 18: 14: 38

16 950, by 5:00 p.m., Thursday, March 7th. 18: 14: 41

17 Before we call registered speakers, we 18: 14: 48

18 have a union member from SEIU 73 who will speak 18: 14: 50

19 in person. I'd like to introduce Stacia Scott. 18: 14: 56

20 MS. SCOTT KENNEDY: Hi. Good evening, 18: 14: 59

21 Special Education Advisory Committee, my name is 18: 15: 07

22 Stacia Scott Kennedy, and I'm the Executive Vice 18: 15: 09

23 President for SEIU 73 assigned to our Chicago 18: 15: 12

24 Public Schools unit. We represent 11,000 18: 15: 16

1 support staff in CPS, crossing guards, bus 18: 15: 18  
2 aides, SECAs, custodians, security officers and 18: 15: 22  
3 parent workers. Our members are the backbone of 18: 15: 26  
4 Chicago Public Schools, yet they are often 18: 15: 29  
5 overlooked and ignored and underpaid. Our 18: 15: 32  
6 starting wages for most of our job 18: 15: 41  
7 classifications fall under \$40,000 a year, and 18: 15: 44  
8 yet our members are required to live in the City 18: 15: 47  
9 of Chicago. Many of our members forego 18: 15: 50  
10 necessary medicine, being able to provide for 18: 15: 52  
11 their children, and we're going to hear from a 18: 15: 56  
12 couple in just a minute. 18: 15: 58

13 We have been in a fight around SECA 18: 16: 00  
14 rights and bargaining, so we've been bargaining 18: 16: 04  
15 since last May. A couple of the outstanding 18: 16: 08  
16 issues are whether SECAs have the right to 18: 16: 10  
17 request to attend IEP meetings. SECAs are the 18: 16: 13  
18 front line. They are the advocate for the 18: 16: 16  
19 students that they serve. Their voices matter 18: 16: 19  
20 in IEP meetings. They need to know what is 18: 16: 21  
21 being decided when it comes to the goals in IEP 18: 16: 24  
22 meetings so that they can better serve and work 18: 16: 28  
23 hands on with their students. 18: 16: 30

24 Job duties: Many of our special 18: 16: 32



1 education classroom assistants are pulled 18: 16: 34  
2 frequently from the students that they are 18: 16: 37  
3 assigned to to cover classes, to teach, to do 18: 16: 40  
4 clerk duties, to do a number of duties outside 18: 16: 44  
5 of what they're actually there to do, which is 18: 16: 47  
6 to serve special education children in CPS. 18: 16: 50  
7 We are going back and forth about a 18: 16: 54  
8 loophole that's in our contract, the word 18: 16: 57  
9 emergency. Many principals consider an 18: 17: 00  
10 emergency to be a myriad of things. What we 18: 17: 04  
11 need is a definition of what emergency actually 18: 17: 09  
12 means. We need to close the loophole because it 18: 17: 13  
13 is a liability for the District and it leads to 18: 17: 16  
14 students not receiving their legally required 18: 17: 19  
15 minutes. Something that has historically been 18: 17: 23  
16 frustrating working with Chicago Public Schools 18: 17: 28  
17 has been we have raised the red flag when it 18: 17: 31  
18 came to safety care training a year ahead of the 18: 17: 35  
19 corrective action from the State. We raised the 18: 17: 38  
20 long bus routes for special education students 18: 17: 42  
21 over 60 minutes, and then it took a year for a 18: 17: 45  
22 corrective action from the State. What we need 18: 17: 49  
23 is a dynamic with this District that when our 18: 17: 52  
24 members are raising the red flag to be able to 18: 17: 55



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hours of work. It is difficult to recruit bus  
aides because it's a split shift job, which  
means you work a couple of hours in the morning,  
you have dead time in the middle of the day and  
then you work at night. So it's difficult to  
get a second job to be able to make ends meet.

18:19:08  
18:19:11  
18:19:13  
18:19:15  
18:19:18  
18:19:20  
18:19:22 30200







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MR. ANDERSON: I'm Aidan Anderson, and

18:25:07

2

I am a Chicago Public School student, a rising

18:25:09

3

18:25:13

1 program is not free to all and it's not 18: 26: 23  
2 available to all students in need. 18: 26: 26

3 I would like the Committee to seek 18: 26: 29  
4 grants and support the expansion of Tuesday's 18: 26: 30  
5 Child programs in Chicago Public Schools, 18: 26: 34  
6 dedicate additional budget resources to this 18: 26: 37  
7 issue, additional training and awareness to 18: 26: 40  
8 assist students who suffer with self-regulation. 18: 26: 44

9 Thank you. 18: 26: 49

10 MEMBER FAHEY HUGHES: Thank you. 18: 26: 50

11 Speaker number 2 is Amy Nausbaum, who is here in 18: 26: 53  
12 person. 18: 26: 57

13 MS. NAUSBAUM: Hello. This past Monday 18: 26: 57  
14 was the one-year memorial of Judy Human's 18: 27: 03  
15 passing. She advocated her entire life for 18: 27: 06  
16 disabled people's right and fought against 18: 27: 09  
17 separate but equal policies within each system 18: 27: 11  
18 of our society. Chicago Public Schools still 18: 27: 12  
19 uses this inhumane, outdated and deceitful 18: 27: 15  
20 separate but equal philosophy through their 18: 27: 19  
21 cluster programs. 18: 27: 23

22 The District continually attempts and 18: 27: 24  
23 often succeeds because they capitalize on their 18: 27: 26  
24 power to remove disabled children from the 18: 27: 29



1 general population in neighborhood schools and 18: 27: 32  
2 then place them in their cluster programs 18: 27: 34  
3 without any consideration for whether that is an 18: 27: 36  
4 appropriate placement for the child. 18: 27: 38

5 Last year CPS identified over 1,000 18: 27: 41  
6 additional students for cluster programs and 18: 27: 44  
7 this year they are set to see the same increase. 18: 27: 47  
8 The LBS1 special education teaching certificate 18: 27: 49  
9 in the State of Illinois is the same for all 18: 27: 53  
10 special education teachers throughout the 18: 27: 55  
11 District, whether they teach in cluster programs 18: 27: 57  
12 or not, yet CPS claims most schools cannot 18: 28: 00  
13 educate all special education students. Chicago 18: 28: 04  
14 Public Schools has created this term cluster 18: 28: 08  
15 programs and it's designed because it is cheaper 18: 28: 10  
16 and easier for them, not because it is 18: 28: 13  
17 appropriate or legal for most disabled students. 18: 28: 16

18 I'm here today because so many CPS 18: 28: 19  
19 parents cannot be here, and if this is what one 18: 28: 22  
20 of the best schools in our city where my four 18: 28: 24  
21 children attend in CPS, it's ranked fifth in the 18: 28: 28  
22 city, what they have done to a disabled child, 18: 28: 31  
23 my child, I can only imagine the atrocities 18: 28: 34  
24 taking place in our most underserved 18: 28: 37

1 neighborhoods. Most parents in our city cannot 18: 28: 39  
2 afford to hire lawyers and advocates to prove 18: 28: 42  
3 what their children legally deserve. They 18: 28: 45  
4 cannot afford to financially or they're not 18: 28: 48  
5 knowledgeable on special education law or they 18: 28: 50  
6 are too fatigued from constantly having to 18: 28: 53  
7 advocate for their child just to name a few 18: 28: 56  
8 reasons. 18: 28: 59

9 Civil rights laws are constantly 18: 28: 59  
10 violated unless someone complains, and this is 18: 29: 01  
11 absolutely the case throughout CPS. So many 18: 29: 04  
12 parents put their trust into institutions that 18: 29: 08  
13 are there to protect and provide for their 18: 29: 11  
14 children like Chicago Public Schools but often 18: 29: 13  
15 CPS perpetuates ableism and tells parents their 18: 29: 15  
16 children don't belong here. 18: 29: 19

17 Many of our disabled leaders like Judy 18: 29: 22  
18 Human and our very own Commissioner for People 18: 29: 25  
19 with Disabilities, Rachel Arfa, had parents who 18: 29: 28  
20 chose not to listen to these institutions. When 18: 29: 33  
21 I share my story of my daughter at CPS with 18: 29: 35  
22 other parents -- 18: 29: 39

23 MEMBER FAHEY HUGHES: You have 30 18: 29: 40  
24 seconds. 18: 29: 42

1 MS. NAUSBAUM: They are completely 18: 29: 42  
2 shocked as they believed this kind of 18: 29: 43  
3 discrimination and lawlessness was a thing of 18: 29: 44  
4 the past. I would then ask these parents, 18: 29: 46  
5 aren't you wondering why there's never been a 18: 29: 48  
6 student in a wheelchair at our school? And 18: 29: 49  
7 where are all the kids with Down Syndrome or 18: 29: 51  
8 William Syndrome like my child? 18: 29: 55

9 If Chicago wants to be the most 18: 29: 57  
10 accessible city in our country, which I know is 18: 29: 58  
11 a mission of the Mayor's Office and other 18: 30: 02  
12 disability organizations, we must first have the 18: 30: 03  
13 educational foundation of real accessibility in 18: 30: 06  
14 every school. 18: 30: 07

15 MEMBER FAHEY HUGHES: Please conclude. 18: 30: 07

16 MS. NAUSBAUM: How else can we expect 18: 30: 09  
17 future generations of non-disabled people to 18: 30: 11  
18 become unbiased and uncomfortable around 18: 30: 14  
19 disabled people? How else can we expect 18: 30: 17  
20 disability employment and opportunity to 18: 30: 19  
21 increase? 18: 30: 21

22 All Chicago Public Schools must be 18: 30: 21  
23 accessible to children in wheelchairs. All 18: 30: 23  
24 Chicago Public Schools must be accessible to 18: 30: 25

1 children with intellectual disabilities. And 18:30:28  
2 all Chicago Public Schools must be accessible to 18:30:30  
3 any student with any disability, period. 18:30:34  
4 MEMBER FAHEY HUGHES: Thank you. Thank 18:30:37  
5 you for your comments. 18:30:38  
6 Speaker number 3 is Mariela Arroyo, who 18:30:44  
7 is joining virtually. Please press star 6 to 18:30:49  
8 unmute yourself. 18:30:53  
9 MS. ARROYO: Hello. 18:30:58  
10 MEMBER FAHEY HUGHES: Yes. We can hear 18:31:01  
11 you. 18:31:02  
12 MS. ARROYO: Okay. I am Mariela 18:31:02  
13 Arroyo, I am a current CPS teacher. I currently 18:31:07  
14 teach K through 8. I wanted to go over prep 18:31:10  
15 time, very concerned about prep time. I wanted 18:31:15  
16 to start, I asked around my school, most art, 18:31:19  
17 gym and music teachers lose no preps to IEP 18:31:23  
18 meetings. A typical gen ed homeroom teacher 18:31:29  
19 loses about five depending on case load. This 18:31:32  
20 year I've lost about 35 preps, so there is a 18:31:35  
21 huge gap between the amount of prep time lost 18:31:39  
22 between different teachers, but special 18:31:43  
23 education teachers lose a lot of preps that are 18:31:45  
24 not made up. 18:31:47

1           Also, there are -- taking preps into 18: 31: 49  
2           consideration, there are kids that have complex 18: 31: 52  
3           disabilities. There's been times where I've had 18: 31: 55  
4           to work with six related service providers. 18: 31: 58  
5           I've had about eight questionnaires to fill out 18: 32: 01  
6           per IEP meeting depending on the student. I 18: 32: 03  
7           also lose preps to -- I also lose prep time to 18: 32: 06  
8           implement need strategies from each related 18: 32: 11  
9           service provider. And I know the special 18: 32: 15  
10          education workload fund has helped somewhat, 18: 32: 19  
11          however, each IEP takes me about four to five 18: 32: 22  
12          hours complete. I currently lose about 50 hours 18: 32: 26  
13          a year to fill out IEPs. So special ed teachers 18: 32: 29  
14          do not have enough prep time to cover their 18: 32: 34  
15          daily responsibilities. I end up having to take 18: 32: 38  
16          it home or waking up really early to complete 18: 32: 42  
17          all these IEPs. 18: 32: 47

18                 I also wanted to talk about the case 18: 32: 49  
19          manager. My current case manager is split 18: 32: 51  
20          between two schools and has 222 students. She 18: 32: 55  
21          works very hard and she does an amazing job, but 18: 32: 58  
22          she is very difficult to access. She does not 18: 33: 01  
23          have a lot of time to support the special 18: 33: 04  
24          education teachers because her case load is so 18: 33: 07

1 high, so I am definitely advocating for each 18: 33: 10  
2 school having a full-time case manager. 18: 33: 13  
3 I also wanted to address team 18: 33: 16  
4 decisions, strengthening the language that 18: 33: 18  
5 guarantees decisions by the IEP team. There are 18: 33: 21  
6 times where people that come in and observe for 18: 33: 27  
7 an hour, an hour and a half, two hours make 18: 33: 29  
8 decisions about placement, but I think that 18: 33: 33  
9 should be put on the IEP team and on the people 18: 33: 36  
10 who work with the student the most. 18: 33: 39  
11 And that is all. And I also wanted to 18: 33: 41  
12 tell SEIU I support you guys. Thank you. 18: 33: 44  
13 MEMBER FAHEY HUGHES: Thank you for 18: 33: 48  
14 your comments. 18: 33: 49  
15 Speaker number 4 is Catherine Rose, who 18: 33: 51  
16 is joining virtually. Please press star 6 to 18: 33: 55  
17 unmute yourself. Catherine Rose, please press 18: 33: 59  
18 star 6. 18: 34: 13  
19 MS. ROSE: Hi, I'm a special ed 18: 34: 13  
20 education teacher at Wells High School. Sixteen 18: 34: 18  
21 percent of students in CPS rely on special 18: 34: 22  
22 education support with some schools seeing as 18: 34: 25  
23 18: 34: 28

1 face many challenges, such as, excessive 18: 34: 35  
2 paperwork, oversized classes without adequate 18: 34: 38  
3 resources or support and insufficient time to 18: 34: 41  
4 effectively serve their students. 18: 34: 45

5 The CTU contract proposals for special 18: 34: 48  
6 education aim to improve working conditions for 18: 34: 52  
7 teachers and learning conditions for students 18: 34: 55  
8 with disabilities. I want to highlight a few of 18: 34: 58  
9 these proposals. 18: 35: 04

10 First, we are asking for targeted 18: 35: 05  
11 professional development designed specifically 18: 35: 07  
12 for special education. At the beginning of the 18: 35: 09  
13 year that first week before school begins and 18: 35: 13  
14 throughout the school year. By prioritizing PD 18: 35: 17  
15 rooted and highly effective research-based 18: 35: 22  
16 methods, we will ensure teachers know the latest 18: 35: 26  
17 best practices in special education and the 18: 35: 30  
18 science of learning. Continuous improvement 18: 35: 31  
19 equips us to meet the diverse learning needs of 18: 35: 35  
20 our students and deliver the highest quality 18: 35: 38  
21 education possible. 18: 35: 41

22 We are also asking for more assistance 18: 35: 42  
23 for students with IEPs in non-core classes and 18: 35: 45  
24 in general education classes that lack a SPED 18: 35: 49

1 teacher. These classrooms often face issues of 18: 35: 54  
2 overcrowding. They're at high levels of need, 18: 35: 57  
3 including students with diverse languages, and 18: 36: 00  
4 it is unrealistic to expect a single teacher to 18: 36: 04  
5 address all of these diverse needs effectively. 18: 36: 07  
6 We're asking for dedicated time to 18: 36: 10  
7 collaborate with co-teachers and service 18: 36: 12  
8 providers so we are able to create and maintain 18: 36: 15  
9 the best possible Individualized Education 18: 36: 19  
10 Program for our students. We need to seize the 18: 36: 22  
11 co-teacher arrangement. When two highly 18: 36: 29  
12 qualified teachers are provided time outside the 18: 36: 32  
13 classroom to actually plan and co-teaching can 18: 36: 36  
14 significantly improve instructional 18: 36: 38  
15 effectiveness for all students. 18: 36: 41  
16 We also want a commitment from CPS that 18: 36: 44  
17 all schools create special education programs 18: 36: 47  
18 first and then build the rest of the school's 18: 36: 50  
19 program after to ensure adequate time, space and 18: 36: 53  
20 resources are provided for students with IEPs. 18: 36: 57  
21 Thank you. 18: 37: 00  
22 MEMBER FAHEY HUGHES: You have 30 18: 37: 01  
23 seconds. Oh, perfect timing. Thank you for 18: 37: 02  
24 your comments. 18: 37: 03



1 Speaker number 5 is Dr. Angel Alvarez, 18:37:07  
2 who is here in person. 18:37:10  
3 DR. ALVAREZ: Thank you. 18:37:15  
4 I'd like to bring to your attention the 18:37:16  
5 importance of really focusing our education on 18:37:18  
6 the individual student. In the words of the 18:37:21  
7 individual development plan, it's focused on the 18:37:24  
8 student. And I think oftentimes when we think 18:37:26  
9 about students with disabilities, we go through 18:37:28  
10 the lens of remediation, right, rather than 18:37:30  
11 trying to meet them where they're at. We have 18:37:33  
12 many diverse learners and they're at different 18:37:36  
13 areas of progress. 18:37:38  
14 When we look at different competitions 18:37:39  
15 and different opportunities for educational 18:37:41  
16 enrichment, we oftentimes leave these students 18:37:42  
17 out. Let's look at the transportation cuts. 18:37:46  
18 When they cut transportation, they neglected to 18:37:49  
19 realize that many students with disabilities 18:37:50  
20 were never on boarded for transportation because 18:37:52  
21 it was a part of their transportation plan as a 18:37:54  
22 student in a selective enrollment or magnet 18:37:57  
23 school. When they cut bussing, many of these 18:38:00  
24 students with disabilities never knew they 18:38:03

1 needed to address transportation as a part of 18: 38: 05  
2 their IEP and, therefore, they were displaced. 18: 38: 08  
3 For so long we said, hey, let's not deal with 18: 38: 11  
4 that now, you don't need transportation, you're 18: 38: 14  
5 across the street, don't worry, we'll deal with 18: 38: 17  
6 that later. Finally, when it's time to get them 18: 38: 20  
7 to high school or when they need transportation 18: 38: 23  
8 later, well, now they have to wait a year. They 18: 38: 25  
9 have to have an IEP meeting, request someone to 18: 38: 27  
10 come in, someone from the District says, well, 18: 38: 30  
11 we don't know what we can do. This bureaucratic 18: 38: 32  
12 nonsense hurts our students and we see this over 18: 38: 35  
13 and over again. 18: 38: 37

14 The other thing I wanted to point out 18: 38: 39  
15 is -- I'm so sorry, I lost my train of thought. 18: 38: 41  
16 The student-centered approach is important 18: 38: 54  
17 because we oftentimes fail to take into account 18: 38: 57  
18 the level of functioning when we evaluate our 18: 39: 00  
19 students. And there's also an inability to 18: 39: 02  
20 actually access records. Families need the 18: 39: 05  
21 records of the students, and oftentimes too 18: 39: 07  
22 often the District fails to provide them, alters 18: 39: 09  
23 them, deletes them or lies about them. And if 18: 39: 12  
24 you don't have those records, you can't advocate 18: 39: 15

1 for your student. That's a violation, plain and 18:39:18  
2 simple. And the fact that we reward schools, 18:39:21  
3 not punish them, to hold them accountable for 18:39:24  
4 the lies that they do for deleting records from 18:39:27  
5 mismanagement is a problem. It creates far more 18:39:28  
6 difficulties both for the District. They're not 18:39:31  
7 doing you a favor by shielding their own 18:39:34  
8 incompetence. They're not doing you a favor 18:39:38  
9 when they delete records to avoid 18:39:40  
10 accountability. They're pushing us more toward 18:39:43  
11 litigation and confrontation rather than working 18:39:45  
12 together. Again, they passed red forms for the 18:39:48  
13 educational records in CPS but they didn't have 18:39:51  
14 accountability in there. These record 18:39:53  
15 violations hurts students with disabilities and 18:39:55  
16 it needs to stop and anyone who does it should 18:39:57  
17 be disciplined. 18:40:00

18 Thank you so much. 18:40:00

19 MEMBER FAHEY HUGHES: Thank you. 18:40:01

20 All right. We will now proceed with 18:40:08  
21 the presentation from Chief Joshua Long from the 18:40:10  
22 Office of Diverse Learner Supports and Services. 18:40:12

23 CHIEF LONG: Hi, everybody, good to see 18:40:15  
24 you tonight. 18:40:17

1                   MEMBER FAHEY HUGHES: Good to see you 18: 40: 18  
2                   too. 18: 40: 19  
3                   CHIEF LONG: It's so nice that 18: 40: 20  
4                   everybody came too. I love when we all have 18: 40: 21  
5                   energy for our kids with disabilities, so super 18: 40: 25  
6                   happy to see everybody. 18: 40: 27  
7                   Do you all have the handout? 18: 40: 29  
8                   MEMBER FAHEY HUGHES: Yes. 18: 40: 31  
9                   CHIEF LONG: So when I first started a 18: 40: 32  
10                  long time ago, two months ago, you all had 18: 40: 34  
11                  worked to create some draft communications to 18: 40: 37  
12                  the Mayor about some of the things, deliverables 18: 40: 41  
13                  that you were proposing for the Office of 18: 40: 44  
14                  Diverse Learner Supports and Services, ODLSS. 18: 40: 47  
15                  And so what I wanted to do was spend some time 18: 40: 51  
16                  just going over some of the things that we are 18: 40: 54  
17                  working on that are directly from your list. 18: 40: 57  
18                  And I've said before I thought that list was 18: 40: 58  
19                  fantastic and have been using that as a roadmap 18: 41: 00  
20                  with some of the things -- in conjunction with 18: 41: 03  
21                  some of the things that I wanted to do with the 18: 41: 05  
22                  department. 18: 41: 07  
23                  So the first thing that I wanted to 18: 41: 07  
24                  talk to you about is on Page 2. And one of the 18: 41: 09

1 things that was recommended within the 18: 41: 12  
2 communications was to take a look at the name of 18: 41: 14  
3 our department, our office rather, ODLSS. And 18: 41: 19  
4 as we started thinking about this, I know you 18: 41: 23  
5 had a name that you suggested and the rationale 18: 41: 25  
6 that you all had suggested, and this is a direct 18: 41: 28  
7 take from that document, just really focused on 18: 41: 32  
8 honoring the student with the disability, making 18: 41: 35  
9 the name transparent for people who want to 18: 41: 39  
10 access the services and the support that we have 18: 41: 41  
11 to provide and just really building on removing 18: 41: 44  
12 those barriers that any student or family might 18: 41: 47  
13 face when they're accessing supports. Is that 18: 41: 50  
14 our band department outside? That's all right. 18: 41: 54  
15 We're in a school, right, you're supposed to 18: 41: 57  
16 have these things. I'm happy it's being used. 18: 42: 00  
17 So if we look at the next page, what I 18: 42: 02  
18 wanted to run by everybody and just, you know, 18: 42: 04  
19 open it up for any quick feedback, we want to 18: 42: 06  
20 send out, even though I'm in full support, I do 18: 42: 09  
21 want to make sure that we're not missing 18: 42: 11  
22 anything by just reaching out to our community 18: 42: 15  
23 and our stakeholders to make sure that we're 18: 42: 18  
24 getting input on this. So what you'll see here 18: 42: 20

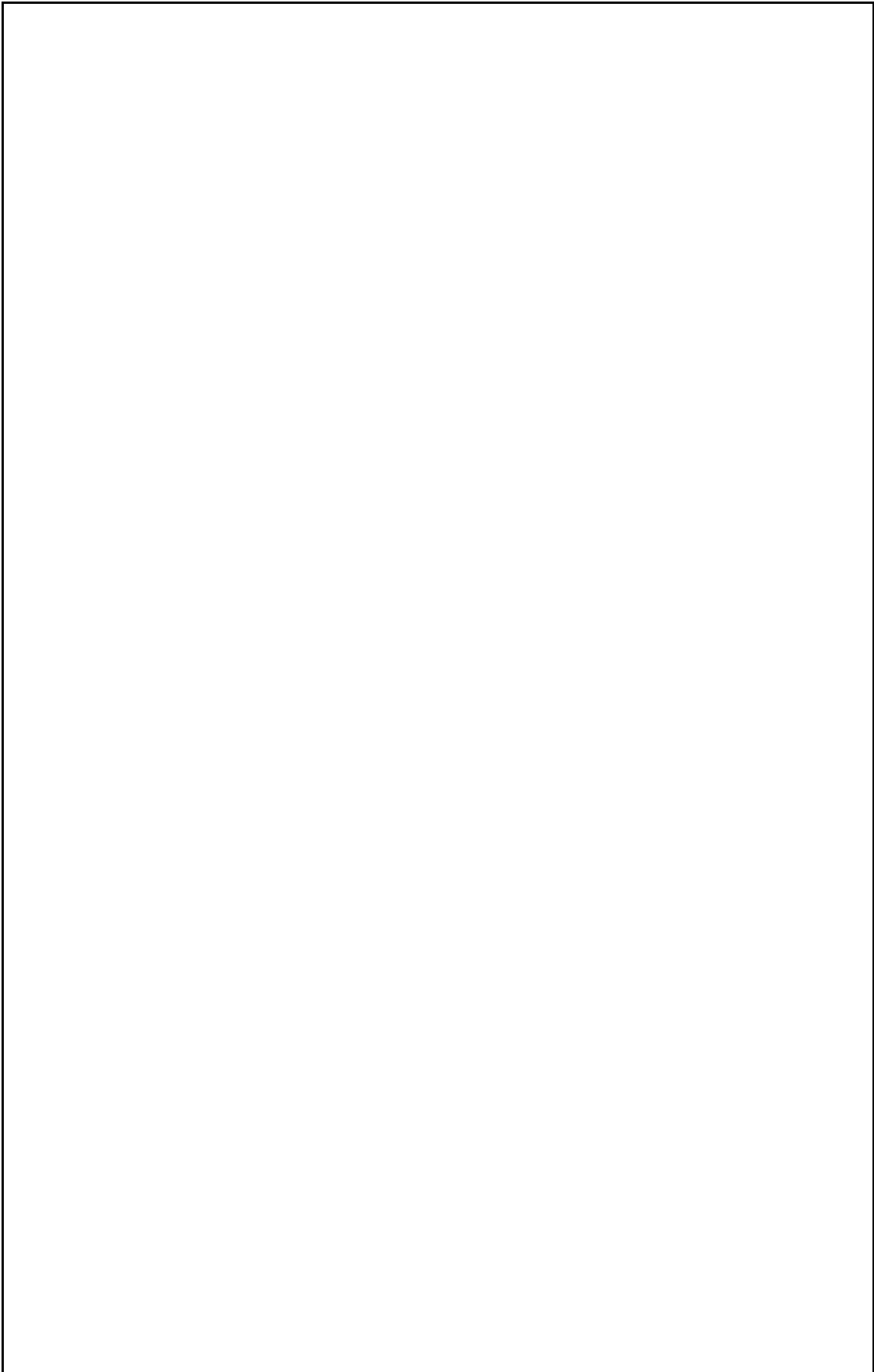
1 is just a draft of a few questions that I 18: 42: 23  
2 thought we with ask just based on the 18: 42: 24  
3 information that you gave. 18: 42: 27

4 But, you know, number one, and, you 18: 42: 28  
5 know, there's different ways that we can frame 18: 42: 29  
6 this, but the first one is just, you know, just 18: 42: 31  
7 asking everybody do we need feel that the name 18: 42: 33  
8 clearly and accurately captures the work of the 18: 42: 36  
9 work -- sorry, of our department, and the name 18: 42: 39  
10 being our current name, ODLSS? 18: 42: 41

11 The second one, what do you feel should 18: 42: 44  
12 be the most important consideration when 18: 42: 46  
13 choosing a name? You know, do we want it -- and 18: 42: 48  
14 it could be any of these. Do we want it to be 18: 42: 49  
15 easy to remember? Do we want it to mention 18: 42: 52  
16 those who we serve? Do we want it to describe 18: 42: 54  
17 the work that the department does or all of the 18: 42: 58  
18 above? 18: 43: 00

19 Now, the third one, optional. If we 18: 43: 00  
20 were to change the name, which I want to do and 18: 43: 03  
21 I know we all want to do, so then maybe that 18: 43: 05  
22 should say when we change the name, but it's not 18: 43: 08  
23 just my decision to make, but what important -- 18: 43: 11  
24 what information do you think is most important 18: 43: 14

1



1 by now I know what it is. We're missing the new 18: 44: 15  
2 families to the District who might not even know 18: 44: 18  
3 what ODLSS is, let alone to take the survey, who 18: 44: 21  
4 are really a big part of our target audience 18: 44: 25  
5 because they have such a learning curve to 18: 44: 28  
6 figure out what diverse learner is, whereas, we 18: 44: 31  
7 all know what a student with disability is or 18: 44: 34  
8 special education department, et cetera. 18: 44: 36

9 So I like the survey, I'm thinking with 18: 44: 38  
10 number one, you know, I guess I just would want 18: 44: 40  
11 to hear more about what would happen if a lot of 18: 44: 42  
12 respondents said that they feel like ODLSS 18: 44: 45  
13 accurately captures it and they have no concern. 18: 44: 48

14 CHIEF LONG: That's fair. So perhaps 18: 44: 53  
15 it's about how we lead into the survey too and 18: 44: 55  
16 to establish some baseline for people to read 18: 44: 59  
17 before they fill it out. 18: 45: 02

18 MEMBER FAHEY HUGHES: Frank, did you 18: 45: 06  
19 want to say something? 18: 45: 07

20 MR. LALLY: Yeah, I appreciate what you 18: 45: 09  
21 said about the lead in. I wonder if the survey 18: 45: 11  
22 could be presented with additional context of 18: 45: 15  
23 when the name was originally changed to ODLSS 18: 45: 17  
24 and then also some rationale for why the 18: 45: 20



1 proposal of a name change is being proposed. 18: 45: 22  
2 And that's for, you know, maybe more accurately 18: 45: 25  
3 reflecting what the -- who the department is 18: 45: 28  
4 serving and all the other reasons that are 18: 45: 32  
5 listed here. But I think the context and the 18: 45: 34  
6 rationale for the proposed name change would 18: 45: 36  
7 make sense along with the survey. 18: 45: 39  
8 CHIEF LONG: I thought you were going 18: 45: 41  
9 to say I needed to explain how we got to this 18: 45: 42  
10 name. I can't do that. No, that makes a lot of 18: 45: 45  
11 sense, Frank, thank you. 18: 45: 48  
12 MEMBER FAHEY HUGHES: All right. 18: 45: 49  
13 Anyone else? 18: 45: 50  
14 MR. LEWIS: Well, just to acknowledge 18: 45: 52  
15 the process, I think it's a great demonstration 18: 45: 53  
16 of your leadership that you want to invite 18: 45: 57  
17 people to have a say in the next name naming of 18: 46: 00  
18 your office. 18: 46: 04  
19 I do have a question, you haven't 18: 46: 06  
20 gotten here yet, but I see the timeline to 18: 46: 08  
21 finalize the survey, not necessarily to finalize 18: 46: 11  
22 the process, but it's close. 18: 46: 13  
23 CHIEF LONG: Ambitious, right? Yeah, 18: 46: 15  
24 Vincentia warned me against this the other day. 18: 46: 21

1 MR. LEWIS: Nothing to add. I agree 18: 46: 24  
2 with my colleagues that it's ambitious and it's 18: 46: 25  
3 purposeful. And I think you're doing a great 18: 46: 28  
4 thing by including other perspectives as you 18: 46: 31  
5 consider how to re-brand your office. 18: 46: 34

6 CHIEF LONG: I appreciate that. And I 18: 46: 37  
7 appreciate the call out to the ambitious 18: 46: 38  
8 timeline. It was suggested to extend beyond 18: 46: 41  
9 this, and I'm happy to do that if that's what we 18: 46: 44  
10 think should happen, but I also feel like we 18: 46: 47  
11 need, I need, I want something for all of us to 18: 46: 50  
12 show that we're together and we're moving 18: 46: 54  
13 forward, and I think the name change is 18: 46: 56  
14 something that we can use to signify that, which 18: 46: 58  
15 is thus why we're at the ambitious timeline. 18: 47: 01

16 COMMISSIONER ARFA: I just wanted to 18: 47: 05  
17 add. Hi, this is Rachel Arfa. I really 18: 47: 06  
18 appreciate the timeline here, I think it's very 18: 47: 10  
19 thoughtful. And I think that the outcome will 18: 47: 14  
20 help families who need services that are being 18: 47: 20  
21 provided (inaudible) much faster and much easier 18: 47: 23  
22

1 families. I think that the name change will 18: 47: 43  
2 help to establish that (inaudible) process and 18: 47: 48  
3 be better connected to the people than your 18: 47: 51  
4 department. 18: 47: 54

5 CHIEF LONG: Sounds great. 18: 47: 57

6 MS. COHEN: Just so add on to how happy 18: 48: 03  
7 I'd be to see a name change. You scrolled down 18: 48: 05  
8 and it has a link to something called special 18: 48: 11

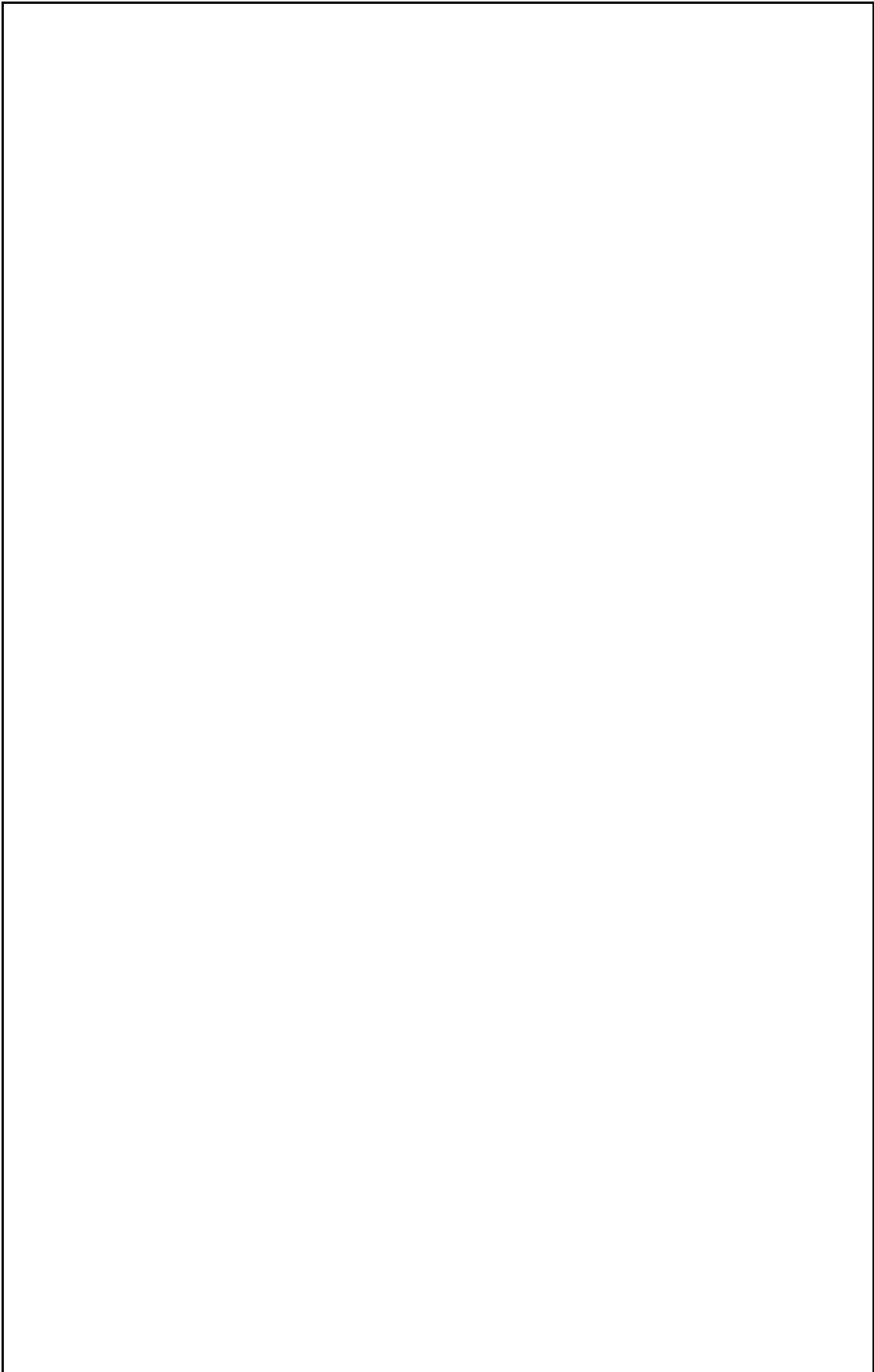
9 help education, which is a very confusing way to be 18: 48: 14  
10 constructing the website, but it's there I think 18: 48: 17  
11 because -- well, I'm really not sure why it's 18: 48: 20  
12 that way. 18: 48: 25

13 CHIEF LONG: Let me give you some 18: 48: 25  
14 things I've learned this week on the website 18: 48: 27  
15 but, yeah, thank you for that. 18: 48: 29

16 18: 48: 32

1 speaking population and have been trying for the 18: 48: 56  
2 last seven years also, you know, when you have 18: 49: 00  
3 what is called a Diverse Learner Committee and 18: 49: 03  
4 it's sort of -- just sort of interesting and 18: 49: 05  
5 trying to organize parents, you know, like 18: 49: 08  
6 everything I do has to be like diverse learner, 18: 49: 10  
7 comma, students with disabilities if you have an 18: 49: 14  
8 IEP or 504, like I just am always adding that 18: 49: 16  
9 on. So I think it's hard to really capture when 18: 49: 19  
10 speaking to Spanish speaking parents like, you 18: 49: 24  
11 know, we have a very -- I feel like most 18: 49: 26  
12 languages have a word for disability but this 18: 49: 28  
13 whole diverse learner thing, and I think we've 18: 49: 31  
14 come up in the past before that a lot of people 18: 49: 34  
15 with disabilities might not necessarily have 18: 49: 36  
16 diverse learning needs, they might have a 18: 49: 38  
17 physical or visual impairment or something. 18: 49: 41  
18 So I do think that somehow changing 18: 49: 43  
19 the name to make it more accurately reflect what 18: 49: 45  
20 the department does would very -- be very 18: 49: 47  
21 helpful I think as from a parent perspective to 18: 49: 50  
22 know how to connect and get people the services 18: 49: 53  
23 that they need. So I'm also very excited to 18: 49: 56  
24 see what we come up with or what you come up 18: 49: 59

1



1 in space or is it something that, you know, we 18: 51: 00  
2 work to have included perhaps in like the 18: 51: 02  
3 signature line of, you know, employees on my 18: 51: 06  
4 team, just something that's always there, you 18: 51: 10  
5 know, so parents and stakeholders can access it? 18: 51: 13  
6 And then just thinking about the purpose of the 18: 51: 15  
7 survey. You know, is it to gain feedback? Is 18: 51: 17  
8 it to -- I know it was titled satisfaction, you 18: 51: 20  
9 know, and that could be part of this, but I 18: 51: 24  
10 would think we also want some actionable 18: 51: 26  
11 feedback so we can do something about it. You 18: 51: 29  
12 know, it's not like I'm thinking that you all 18: 51: 31  
13 were thinking beyond a performance metric too. 18: 51: 33  
14 It's like, okay, it might say this, but you also 18: 51: 37  
15 want me to look at this to say, okay, now you 18: 51: 39  
16 see this, do better with that or do something 18: 51: 42  
17 about it. 18: 51: 44  
18 So before we look at some of the 18: 51: 45  
19 questions that are drafted, does anyone have any 18: 51: 47  
20 thoughts based on the three things that I posed? 18: 51: 49

1 driven me crazy for a long time is that every 18: 52: 06  
2 Friday afternoon CPS sends out an e-mail to all 18: 52: 09  
3 parents and they never seem to mention anything 18: 52: 13  
4 about what's happening with ODLSS. So, for 18: 52: 16  
5 example, right after -- not right after, after 18: 52: 21  
6 the public inquiry when there was the student 18: 52: 23  
7 specific corrective action, for some reason that 18: 52: 27  
8 was not publicized and I never really understood 18: 52: 30  
9 that because that's probably the route that most 18: 52: 34  
10 parents most easily have for accessing 18: 52: 42  
11 information on a weekly basis. 18: 52: 46

12 There's also in many schools principals 18: 52: 47  
13 send out a weekly newsletter, and I would want 18: 52: 52  
14 to see a survey in the principal's weekly 18: 52: 54  
15 newsletter and in the CEO's weekly newsletter. 18: 52: 59  
16 I think it needs to go out to all parents rather 18: 53: 05  
17 than trying to figure out a way to select only 18: 53: 11  
18 the parents of students with IEPs and 504s to 18: 53: 14  
19 get it. Everybody needs to know that this is a 18: 53: 18  
20 very significant portion of our community. 18: 53: 21

21 MS. FEDRICK: There is actually an 18: 53: 27  
22 ODLSS newsletter, but it's geared mostly towards 18: 53: 29  
23 staff, maybe it needs to be tailored more to 18: 53: 33  
24 address kind of like the general public the way 18: 53: 35

1 CEO Martinez does. 18:53:39

2 CHIEF LONG: And it's only once a 18:53:42

3 month. 18:53:44

4 MS. FEDRICK: It is only once a month. 18:53:44

5 MS. HEIDT: I notice that we're going 18:53:48

6 to be utilizing e-mails, although it's optional, 18:53:49

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1	conference and then be printed with the	18: 54: 46
2	procedural safeguards at IEP meetings and	18: 54: 49
3	throughout the year.	18: 54: 51
4	MS. FEDRICK: Even better.	18: 54: 52
5	CHIEF LONG: So let's take a peek at	18: 54: 54
6	some of the questions.	18: 54: 57
7	So the first page where it says	18: 54: 58

1           So, Christine, in terms of the           18: 55: 45  
2           questions that you put down, do you feel like           18: 55: 47  
3           they're pretty encompassing of the experience?           18: 55: 50  
4           MS. PALMIERI: Yeah. I mean, I think           18: 55: 53  
5           that it will be interesting to see because even           18: 55: 55  
6           the term SECA, you know, as we were talking           18: 55: 58  
7           about it, we want to make sure that it's really           18: 56: 00  
8           understandable the questions themselves are           18: 56: 03  
9           understandable by families. But I think we           18: 56: 07  
10          definitely tried to include everything,           18: 56: 09  
11          transportation is a big one, and the option to           18: 56: 11  
12          just say not, you know, applicable.           18: 56: 12  
13          CHIEF LONG: Right.           18: 56: 16  
14          MS. PALMIERI: But I think           18: 56: 17  
15          communication, we're really interested to hear           18: 56: 18  
16          more information about how families feel that           18: 56: 20  
17          the communication is. So I like that we include           18: 56: 23  
18          the District rep as well.           18: 56: 25  
19          COMMISSIONER ARFA: I want -- just a           18: 56: 30  
20          quick question. If the surveys are           18: 56: 38  
21          not (inaudible) I want to also ask about           18: 56: 42  
22          disability type because I would be interested to           18: 56: 45  
23          know if their response by disability type, but           18: 56: 48  
24          if there is a commonality that kind of data           18: 56: 52

1 might be helpful. I am interested if it's 18:56:55  
2 anonymous, that gives you the opportunity to ask 18:56:58  
3 that question because then hopefully people are 18:57:01  
4 comfortable. 18:57:05

5 CHIEF LONG: Great point. 18:57:06

6 MEMBER FAHEY HUGHES: I don't know if 18:57:08  
7 people will be able to read the screen so maybe 18:57:09  
8 you could go through the questions. 18:57:12

9 CHIEF LONG: Yes. 18:57:14

10 MS. STELLY: I also had a question, 18:57:20  
11 Josh, before we continue. And that is you know 18:57:21  
12 how a part of every child's registration there 18:57:23  
13 is a home language survey, we need to have this 18:57:28  
14 survey as a part of every kids' registration, 18:57:29  
15 from pre-K to transfers, so that we will know 18:57:31  
16 exactly what the needs of the students that we 18:57:35  
17 are receiving. So I think it needs to be 18:57:39  
18 mandated is what I'm saying, like a home 18:57:42  
19 language survey. 18:57:46

20 CHIEF LONG: That's a strong word, you 18:57:46  
21 know. 18:57:49

22 MS. STELLY: Yes, I know, I know, but 18:57:50  
23 it's important, it's very important. We don't 18:57:51  
24 want parents to feel as though they're ashamed 18:57:53



1	Collaboration between parent and SECA.	18: 58: 53
2	Parent interaction with District	18: 58: 56
3	representative.	18: 58: 58
4	Communication between general education	18: 58: 59
5	teacher and home.	18: 59: 00
6	Communication between school	18: 59: 03
7	administration and home.	18: 59: 04
8	Amount of inclusion opportunities for	18: 59: 06
9	your child, such as, after school	18: 59: 08
10	extracurricular, Special Olympics.	18: 59: 10
11	Quality of inclusion opportunities for	18: 59: 13
12	your child.	18: 59: 14
13	Quality of instruction for your child.	18: 59: 15
14	Collaboration with your child's IEP	18: 59: 18
15	team.	18: 59: 20
16	Collaboration with related service	18: 59: 20
17	providers, PT, OT, speech.	18: 59: 22
18	Parent education opportunities.	18: 59: 25
19	Conflict resolution.	18: 59: 28
20	Transportation.	18: 59: 29
21	High school options for your child.	18: 59: 30
22	And then the last one is are you aware	18: 59: 32
23	or -- of or taken part in Parent University	18: 59: 34
24	training? Yes or no?	18: 59: 38

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MR. LALLY: If I can comment, I think these are great questions. I would recommend adding another question around satisfy -- how satisfied you are when it comes to building accessibility, physical accessibility of the building and potentially recommendations around building accessibility and needs.

MS. STELLY: And can you talk about the difference between child's IEP team and related service providers? I mean, yeah, just because I guess my daughter has like every related service provider, and I just consider that like the IEP team.

18:59:39  
18:59:45  
18:59:47  
18:59:52  
18:59:55  
18:59:57  
19:00:00  
19:00:07  
19:00:08  
19:00:12  
19:00:15  
19:00:18  
19:00:20  
19:00:21

1 child is working on, what you did. Of course, 19:00:51  
2 you know, we have the IEP, we have the 19:00:53  
3 benchmarks, but I want to know are there any 19:00:55  
4 other target areas that I could work on at home 19:00:57  
5 for my child. 19:01:00

6 I had a parent on the south side try to 19:01:01  
7 ask for this same thing, she was shut down. 19:01:04

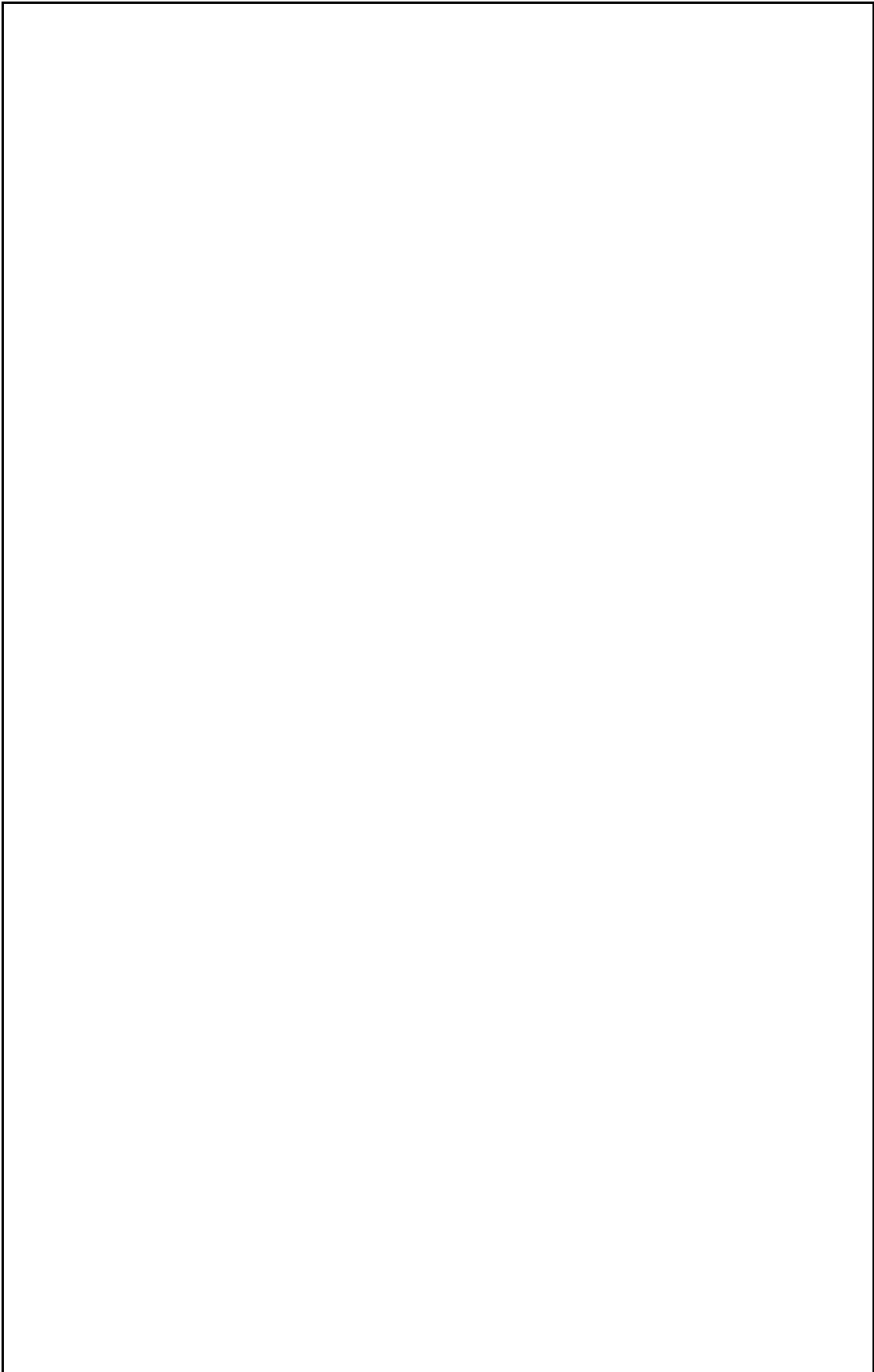
8 MS. STELLY: But if the related service 19:01:12  
9 providers -- so who would be the IEP team if 19:01:13  
10 we're breaking out the related service 19:01:16  
11 providers, would it just -- would it be like the 19:01:18  
12 special education? 19:01:21

13 MS. FEDRICK: I think in conjunction 19:01:22  
14 this would kind of be inclusive of all, like the 19:01:24  
15 IEP team including like OT, PT, speech, social 19:01:28  
16 workers and so forth. 19:01:31  
17 19:01:31

1 process through this, you know, on the 19:01:51  
2 District's side and so then at our -- when is 19:01:52  
3 our next meeting? 19:01:55  
4 MEMBER FAHEY HUGHES: May 8th. 19:01:56  
5 CHIEF LONG: Okay. So perhaps would 19:01:57  
6 you all like to see the survey before it gets 19:02:01  
7 finalized again or are we -- 19:02:04  
8 MEMBER FAHEY HUGHES: Sure. 19:02:07  
9 MS. PALMIERI: I think one more before 19:02:09  
10 I forget too. Have you taken any part of Parent 19:02:13  
11 University training reminded me too, maybe we 19:02:16  
12 could have an additional question or be part of 19:02:19  
13 that question are you aware of the Office of 19:02:20  
14 Students with Disabilities, so the ODLSS Family 19:02:24  
15 Advisory Board. 19:02:29  
16 CHIEF LONG: They would love that. 19:02:30  
17 MS. PALMIERI: Yeah, that would be 19:02:31  
18 great. 19:02:32  
19 CHIEF LONG: So perhaps we should 19:02:32  
20 change the finalized survey date to be after the 19:02:35  
21 next meeting. I was thinking we had these 19:02:38  
22 monthly. So we can do it in May and then that 19:02:40  
23 will give me time to bring this back to you and 19:02:40  
24 then you can take one last look at it. 19:02:46



1



1 MS. PALMIERI: Well, I would just say 19:03:50  
2 thank you because this is something that we've 19:03:51  
3 been advocating for for a long time, and sort of 19:03:54  
4 as we were talking about it and putting it 19:03:56  
5 together we really didn't know how it would be 19:03:58  
6 received, so this is really exciting, it's a 19:04:00  
7 huge step in the right direction, and we just 19:04:03  
8 really appreciate it. 19:04:05  
9 CHIEF LONG: Thank you for the help. 19:04:07  
10 MEMBER FAHEY HUGHES: Thank you, Chief 19:04:09  
11 Long. 19:04:09  
12 Thank you all, Committee Members, for 19:04:15  
13 this fruitful discussion. 19:04:17  
14 We've gotten requests -- moving on to 19:04:20  
15 another subject. We've gotten requests from the 19:04:24  
16 public to be a part of this Special Education 19:04:26  
17 Advisory Committee, and I just want to address 19:04:30  
18 how this Committee was formed. 19:04:32  
19 how this Committee was for1/TT

1	Chi cago, Chi cago Board of Educati on and Chi cago	19: 04: 52
2	Publ ic School s.	19: 04: 55
3	If you're interested in continuing	19: 04: 57
4	engagement with us or have questions, comments	19: 05: 00
5	or suggestions please e-mail BOESEAC@CPS.EDU.	19: 05: 02
6	And if you know of people who couldn't attend	19: 05: 11
7	this evening but would like to be engaged,	19: 05: 12
8	please contact the Board Office at	19: 05: 15
9	(773) 553-1600.	19: 05: 17
10	Is there anything else that anyone	19: 05: 22
11	would like to bring up?	19: 05: 24
12	Yes, go ahead, Rachel .	19: 05: 28
13	COMMISSIONER ARFA: I just wanted --	19: 05: 31
14	hi , everyone. I just wanted to announce that	19: 05: 35
15	People with Disabilities will be releasing an	19: 05: 43
16	assistance program (inaudible) to meet and	19: 05: 47
17	requirement (inaudible) and have a disability	19: 05: 59
18	any type of school Chi cago will be able to	19: 06: 01
19	(inaudible) kind of. So once that information	19: 06: 06
20	is represented to you whenever to share with	19: 06: 10
21	your network, but I'm so excited about being	19: 06: 14
22	able to give students with disabilities and	19: 06: 17
23	families some support. So thank you.	19: 06: 19
24	MEMBER FAHEY HUGHES: Thank you.	19: 06: 22

1 That's great news. 19:06:25

2 Anyone else? 19:06:26

3 All right. I just wanted to bring up 19:06:29

4 one more thing and that is the idea that we do 19:06:31

5 not have a student representative on this body, 19:06:36

6 and I think we could really benefit from having 19:06:39

7 a student rep. Do you want to have a little 19:06:42

8 conversation about that? Any thoughts? 19:06:46

9 MS. COHEN: I agree. 19:06:50

10 MEMBER FAHEY HUGHES: All right. We'll 19:06:54

11 figure that out then. 19:06:55

12 So anyone else have any comments, 19:06:58

13 questions? Go ahead. 19:07:02

14 MS. STELLY: I guess I should have 19:07:04

15 brought this up when we were discussing the 19:07:07

16 survey thing, but I just -- I worry, you know, 19:07:09

17 the relationship between parent and school and 19:07:18

18 IEP team can be -- can be very difficult and -- 19:07:21

19 just because there's a lot of tension there, 19:07:28

20 et cetera, and you know. And I would hate for 19:07:30

21 the survey to be weaponized in any way by CPS to 19:07:36

22 make an already difficult relationship more 19:07:47

23 difficult in a way, you know, like when you 19:07:49

24 think about SQRP or the family satisfaction 19:07:52

1 survey or whatever, and I would love it to be 19:07:55  
2 seen as like a way where we could genuinely see 19:07:58  
3 where we could improve instead of as handing to 19:08:02  
4 schools like you're not -- you know, do better 19:08:06  
5 but with the same amount of resources or 19:08:09  
6 whatever. 19:08:11

7 So I just -- I guess that's just sort 19:08:12  
8 of something that I would like to learn more, 19:08:14  
9 and I'm sure that school teams would like to 19:08:16  
10 learn more about how exactly the survey would be 19:08:18  
11 used to benefit, you know, at the end of the day 19:08:21  
12 the students with disabilities and their 19:08:27  
13 education, that we can keep that collaborative 19:08:28  
14 relationship as well. 19:08:32

15 MS. FEDRICK: I was wondering the same 19:08:35  
16 thing. Like I know -- I know when we spoke 19:08:36  
17 last time, Josh, you said, you know, it's just 19:08:41  
18 going to take some time and get really get 19:08:43  
19 confidence, how do we use the results from the 19:08:47  
20 survey to really make a difference? And I feel 19:08:49  
21 like, you said, I don't want it to be anything 19:08:54  
22 against CPS, I want it to be learning 19:08:57  
23 opportunities for what we could do to make a 19:08:59  
24 difference. 19:09:02

1 MS. STELLY: Yes. 19:09:03

2 MEMBER FAHEY HUGHES: I think -- for 19:09:04

3 what it's worth I think the intention was to use 19:09:06

4 the data that's captured to inform areas that 19:09:09

5 can be bolstered up and areas that might need a 19:09:14

6 little more attention. 19:09:19

7 All right. Any other thoughts, 19:09:22

8 questions? 19:09:25

9 Yes, go ahead, Christine. 19:09:26

10 MS. PALMIERI: Sorry. So I would just 19:09:29

11 say we really appreciated the public comment, 19:09:31

12 and all of the topics discussed are really 19:09:33

13 important and close to everyone here. And it 19:09:36

14 was really, really great to hear from families, 19:09:41

15 and I would advocate for adding more public 19:09:43

16 speaker thoughts if we're able to, if we're 19:09:46

17 seeing that more families are wanting to sign 19:09:50

18 up. 19:09:53

19 And then just put the call out too 19:09:53

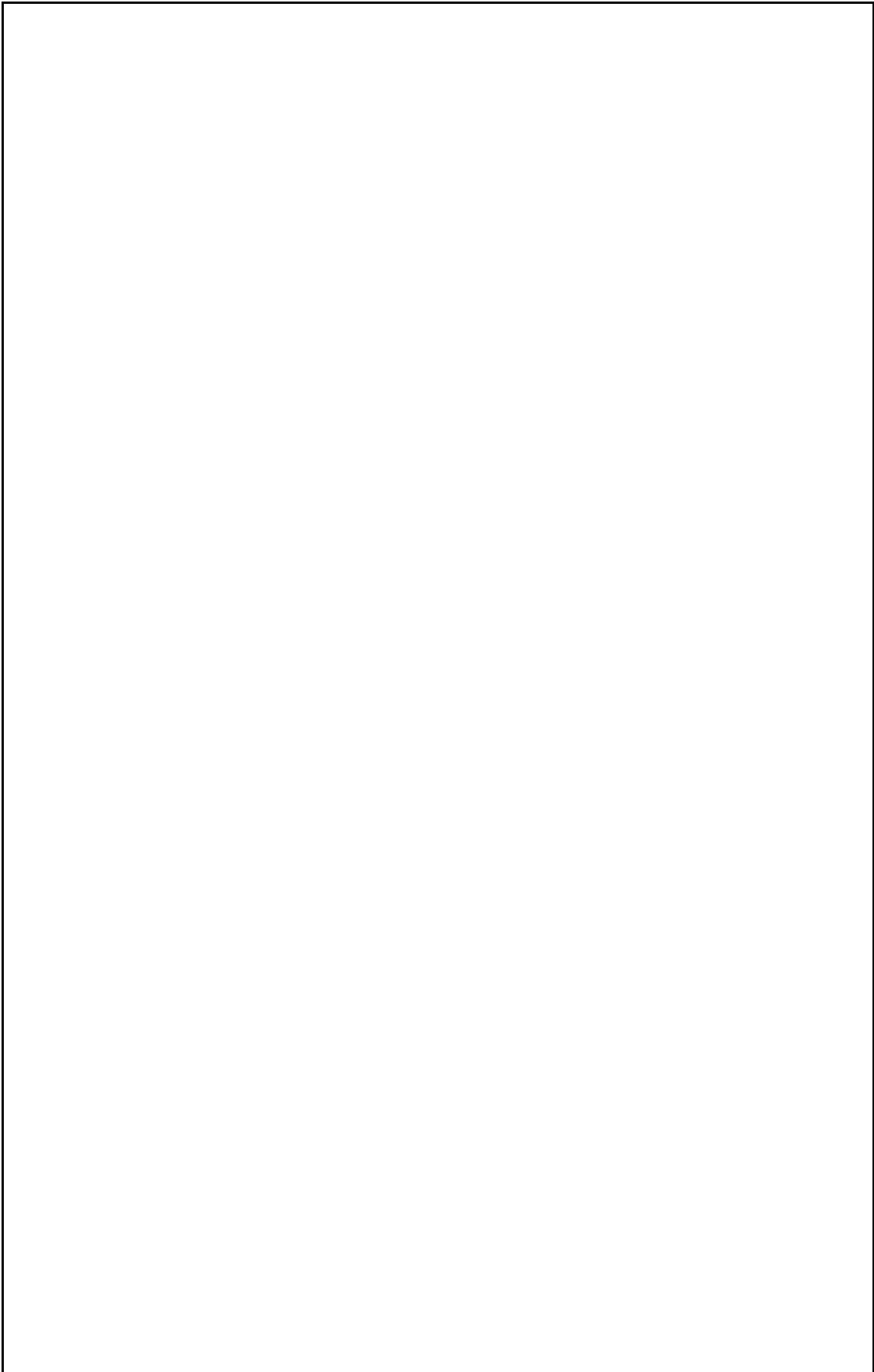
20 maybe perhaps for the next meeting I'm really 19:09:57

21 interested to hear about how transportation is 19:09:59

22 going for students with disabilities, how the 19:10:02

23 stipend payments are going, things are happening 19:10:05

24 on a timely manner, times, et cetera. So I 19:10:07



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3  
4  
5

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

*Karen Fatigato*





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