

BOARD OF EDUCATION
CITY OF CHICAGO
SPECIAL EDUCATION ADVISORY COMMITTEE MEETING
(Zoom)
held on
August 1, 2023

STENOGRAPHIC REPORT OF PROCEEDINGS
had in the above-entitled cause held virtually
via Zoom, commencing at 6:05 p.m.

BOARD MEMBERS PRESENT:

MS. MARY FAHEY-HUGHES, Special
Education Advisory Committee Chairwoman
MR. JIANAN SHI, Board President
MS. TANYA WOODS (Virtually)

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COMMITTEE MEMBERS PRESENT:

MS. NICOLE ABREU SHEPARD

MS. SANDRA HEIDT

MS. CHRISTINE PALMIERI

MR. MIQUEL A. LEWIS

MS. KAT BUITRON

MS. KALAVEETA MITCHELL

MR. FRANK LALLY

COMMISSIONER RACHEL ARFA

MS. ALEX (4 TLHOL9.08 551.281 of OIcTf1111RI) ARFA



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(Whereupon, the Special
Education Advisory Committee
Meeting convened at 6:05 p.m.)

MEMBER FAHEY-HUGHES: Good evening,
everyone, welcome to the Chicago Board of
Education's Special Education Advisory Committee
Meeting. Notice of this meeting was posted on
July 26th, 2023, at least 48 hours before this
meeting at the Wilma Rudolph Learning Center,
Board Office at One North Dearborn and the 42
West Madison lobby and it's on CPSBOE.ORG.

18:05:00

18:05:20

Today is August 1st, 19 -- 2023. We're
holding this meeting in the Wilma Rudolph
LEARNING Center auditorium at 1626 West
Washington Boulevard. I am Mary Fahey-Hughes.
We recognize Board -- we'd like to acknowledge
that Board President Jianan Shi is here tonight.
And we also recognize that Board Member Tanya
Woods, who while not part of this committee, is
also on -- attending virtually.

18:05:39

18:06:00

I'd also like to acknowledge the
Committee Members who are here tonight starting
with Nicole Abreu, Stephanie Anderson,
Commissioner Rachel Arfa, Jim Cavalero,



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Kimberly Weston Dodd, Sandra Heidt, Alex Kuske
on behalf of Committee Member Olga Prybi, Frank



1 administrator in the Office of Diverse Learner
2 Supports and Services, ODLSS. Rudolph is a
3 specialty school that serves students in pre-K
4 through 8th grade. 100 percent of the
5 population are students with disabilities. A
6 third of the student body have multiple
7 disabilities and are medically fragile.
8 Students require a significantly modified
9 curriculum.

18:08:27

10 As a fellow alumni of Tennessee State
11 University, I am inspired by Wilma Rudolph, who
12 overcame a physical impairment to become the
13 fastest female runner. My vision for Rudolph is
14 as follows: In collaboration with the school
15 community, Rudolph will be a premier specialty
16 school that provides a safe nurturing
17 environment where students engage in
18 high-quality specialized instructional
19 programming centered around their diverse needs.
20 Rudolph will work relentlessly to ensure
21 students are meeting and exceeding their
22 individual goals. Each student will realize
23 their potential for greatness. Rudolph will
24 earn Olympic gold status as a school of

18:08:40

18:08:56

18:09:09



1 excellence and model for others.

2 I would like to share a few safety

3 points and notes. Please note that the primary





1 really affect the decisions being made by the
2 District. These are decisions that impact their
3 children's learning experiences.

4 On this Board we plan to lift up
5 parent, student and educator voices by creating
6 opportunities for meaningful engagement for
7 everyone connected to the CPS special education
8 system. This is so we can grow equity in CPS.
9 Our children deserve an educational experience
10 where they are respected, supported, celebrated,
11 included and given the opportunity to thrive and
12 live up to their full individual potentials.

13 Committee Members, you will now
14 introduce yourselves one by one starting from my
15 right. Ms. Mitchell, would you like to
16 introduce yourself?

17 MS. MITCHELL: Okay.

18 MEMBER FAHEY-HUGHES: And if you'd
19 like, can you please state your name, your role

2 ð

18:13:33

18:13:52

18:14:14



1 Kalaveeta Mitchell. I am a parent advocate. My
2 role here is as a Committee Member. I have
3 three children, two who have autism, one who has
4 autism and PTSD. I began advocating for my
5 children for the past 14 years starting with my
6 daughter. And I came here through the request
7 of Ms. Fahey-Hughes, and I'm looking to change
8 drastically the system that has been developed
9 here in CPS for special ed because it does not
10 support the needs fully of our diverse learners.

18:14:56

18:15:21

11 MEMBER FAHEY-HUGHES: Thank you.

12 MR. LALLY: Thank you.

13 My name is Frank Lally. I am a person
14 with a disability, was once a student with an
15 IEP, now I draw on that experience as an
16 advocate at Access Living, which is Chicago's
17 center for independent living, an advocate for
18 students with disabilities.

18:15:35

19 As a member of this Committee and in
20 general, I'd love to foster m 9 2asrs Living, which is Chicago'

18:15:50



1 lacking for a long time as you mentioned. So
2 I'm excited for the future in this role.

3



1 they are afraid of their immigration status or
2 how they will be perceived by not speaking
3 English as a first language. So I am here very
4 grateful, very humble and so ready to move
5 forward and help everyone.

18:17:33

6 MS. ABREU: Hi, my name is Nicole
7 Abreu, I have three kids in CPS going into 3rd,
8 5th and 6th grade, two of whom have
9 disabilities. My oldest is quite medically
10 complex and has rare disabilities, and I am very
11 passionate about finding more systemic,
12 consistent ways across the District to include
13 students with complex support needs with their
14 peers.

18:17:58

15 My daughter goes to school with her
16 siblings in our neighborhood, and I'd like for
17 those that want that and the parents feel
18 appropriate for something that can be more
19 accessible to families across the District.

18:18:18

20 MEMBER FAHEY-HUGHES: Thank you.

18:18:35

21 MS. KUSKE: Hi, everyone, my name is
22 Alex Kuske, I'm a staff attorney with Equip for
23 Equality. I'm here on behalf of Olga Prybl, who
24 is the vice president of special education



1 clinic at Equip for Equality. We're the
2 protection and advocacy agency for the State of
3 Illinois, so we work with families to make sure
4 that their rights in the community, in school,
5 in facilities are being appropriately followed
6 and respected. And so we're excited to work on
7

18:18:59



1 a wide range of schools, general education,
2 resource, significantly modified, and I've also
3 been a social worker here at Rudolph in the
4 past.

5 My biggest goal that I would love to 18:20:06
6 achieve is being able to advocate for parents
7 and be able to educate them on what they can
8 access as parents within the community and their
9 schools at the community at large, as well as
10 being able to provide them with functional 18:20:19
11 supports so that they can navigate the world and
12 help their child navigate the world in a
13 meaningful and engaging way.

14 MEMBER FAHEY-HUGHES: Oh, sure.

15 MR. LEWIS: Good evening, everyone, my 18:20:30
16 name is Miquel Lewis, I am a parent of two CPS
17 educated children, one of whom has graduated
18 college and one who is on her way, we're looking
19 for a drop-off date next week. So I'm excited
20

18:20:50



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acting director and the chief probation officer





1 more than that, but we have to make sure that
2 we're seeing where those connect. And I think
3 over the last several years I've noticed where
4 those connections are and where they're failing,
5 and so it's my hope that we can improve on those
6 things so we're making sure that our students do
7 get the services that they deserve.

18:23:52

8 MS. WESTON DODD: My name is Kimberly
9 Weston Dodd, I'm a SECA for the Chicago Public
10

18:24:08



1 making sure that the education that we provide
2 in our students is accessible for every CPS
3 student. Thank you for having me.



1 MS. HEIDT: Good evening, my name is
2 Sandra Heidt, and I am a 18 -- for 18 years I
3 have a lot of lived experience caring for a
4 loved one. My son was a young adult male living
5 with autism, intellectual developmental 18:26:44
6 disabilities and speech delay. And might I just
7 say in the beginning when he started in the CPS
8 school system there was very little available,
9 so, of course, I had to seek out as much
10 information as I could. 18:27:00

11 With that being said, I navigated the
12 best that I could. I'm a single parent, I was a
13 single working parent, and it took until he got
14 into the high school years and me retiring from
15 employment, I literally had to retire in order 18:27:14
16 for me to focus more on what he needed, the
17 services and supports that he deserved, what was
18 missing, and from -- through mediation agreement
19 he was actually moved to a program that was
20 beneficial for him and that's better for him, 18:27:30
21 and he's thriving at that program.

22 Since then I've sought out all kinds of
23 trainings. I'm appreciative to Ms. Hughes for
24 thinking about me and including me in this



1 process. I know some of the members here from
2 previous meetings. And with all the trainings
3 that I've had and the certifications I'm wearing
4 a lot of hats. I'm the actual community member
5 for my son's local grammar school LSC, and I
6 focus on diverse learners. I mean, I love all
7 children, but I focus on the diverse learners
8 because they seem to be forgotten in that space.

18:27:55

9 I'm also wearing a couple of other hats
10 because what I'm thinking is what we should do
11 within CPS, we know our loved ones transition
12 over their years, but we also got to remember
13 that they will grow up and they grow up fast.

18:28:11

14 So I've been trying to bridge some of those gaps
15 between what happens after transition and where
16 they are at the present. So I have actually
17 been doing webinars. My passion is legislation
18 and policy. I've had some workshops. And this
19 is just something that I've done, I've shared
20 with a lot of CPS parents about things that I've
21 learned, transition. I would love to see early
22 transition, you know, earlier than high school,
23 maybe late like, you know, 6th, 7th, 8th grade
24 where they can learn skills and supports and,

18:28:25

18:28:40



1 you know, I learn more that way they'll prepare
2 themselves for later on.

3 Some of the things -- other things that
4 I would like to see, of course, equity, we all
5 said that. Some creative thinking when it comes 18:29:05
6 to educating our loved ones with disabilities,
7 all of them, because we -- there's still a
8 segment that's left out, you know. We have a
9 tendency to focus on those that have higher
10 cognitive functioning versus those with lower, 18:29:20
11 and that lower, you know, group, that's what
12 happened with my son, got left out, and that's
13 the reason why I had to seek mediation.

14 And then, of course, beyond that just
15 promoting systems changes in CPS. I always have 18:29:33
16 a lot of ideas so I'd love to share them with
17



1 disabilities, as well as more psychiatric
2 conditions.

3 I started my journey with special ed
4 because I have a vision impairment so I also had
5 an IEP growing up and lived the seat as a 18:30:10
6 student with an IEP where a bunch of people
7 talked about me and made decisions for me. And
8 I think number one I'm here to make sure that
9 doesn't happen, that student voice is not
10 overlooked, that the parents are heard. I also 18:30:26
11 worked as a District rep, formerly diverse
12 learner support leader with ODLSS, and I really
13 feel that there could be some changes that
14 really help to support the parents, guardians,
15 students and teachers, SECAs, bus aides, anyone 18:30:44
16 that's working with our most complex students
17 here in this District to provide the most
18 high-quality education for a student that is
19 individualized for their needs based on the team
20 in front of them that's making decisions on that 18:30:59
21 student's best, you know, best interest. So I
22 hope to focus on that I in the IEP and help us
23 get there where we can provide for every student
24 regardless of their functioning level



1 intellectually or physically or social
2 emotionally and help to provide those supports.
3 And I'm really grateful to be here, and it seems
4 like there's a lot of really great opinions and
5 talent in the room and I think we can get some
6 things done. Thank you. 18:31:27

7 MEMBER FAHEY-HUGHES: Thank you.
8 Thank you, everyone, I so appreciate
9 you being here.

10 Now, we're going to move on to the 18:31:38
11 Committee discussion. Committee Members will
12 discuss three questions out loud, just a
13 conversation.

14 The first one is:
15 What would you like the Committee to 18:31:51
16 accomplish?

17 What would make the chief selection
18 process more inclusive?

19 And do you have specific
20 recommendations for the experience you want to 18:32:01
21 see in the new ODLSS chief.

22 So going forward I'll state the
23 question, we'll have a discussion after each.
24 And when you speak please state your name before



1 you speak and please be mindful speaking one at
2 a time so that the audience can hear our
3 discussion clearly. Thank you.

4 All right. So let's discuss this first
5 question: 18:32:32

6 What would you like the Committee to
7 accomplish?

8 Anyone?

9 MS. BUITRON: I'll go first. Kat will
10 go first. 18:32:47

11 I think one of the biggest things we
12 need to accomplish, I think something that all
13 of us have mentioned, is finding more
14 inclusivity within the diverse learner community
15 because despite the fact that all of us have 18:32:59
16 vast experience in advocating for our children
17 and for other children, we all have experienced
18 things that maybe some of us haven't.

19 For example, what Sandra was saying
20 with you have the diverse learners and some kids 18:33:17
21 that are here cognitively and some kids that are
22 lower, and those are the kids that are falling
23 through the cracks, not only in the cluster
24 programs, not only in the general education



1 program but also in the blended classrooms, and
2 we need to breach the gap. We need to make sure
3 that we accomplish true equity when evaluating
4 each child. And also understanding the cultural
5 aspect of each family that brings that child,
6 understanding that not every parent has time to
7 take the kid after school for therapy because
8 they work. Understanding that the sibling of
9 those diverse learners spend an awful lot of
10 time in waiting rooms. And understanding that
11 that complex situation doesn't affect only the
12 child but the parents, extended family in the
13 cases of multigenerational households and also
14 the siblings who are students in CPS. We need
15 to start there, making sure that we see each
16 student as an individual and not as a group of
17 thousands of people.

18:33:45

18:34:04

18:34:21

18 MEMBER FAHEY-HUGHES: Okay. Thank you.
19 Anyone else? Yes.

20 MS. HEIDT: For me -- for me I worked
21 with city -- I work within city government for
22 33 years, and although I was management, we had
23 staff support personnel that were unionized, and
24 I'd like to know more about what CTU's role is

18:34:33



1 when it comes to training your teachers because
2 from past experience or from what has been said
3 they have a choice whether they should be
4 trained in something, you know, pertaining to
5 special ed or a person living with a specific
6 disability. So I'd like to know a little bit
7 more. I would like us to look into that a
8 little bit more and see if there's opportunity
9 for some -- all teachers to have some training,
10 even if it's a module and it not be so -- you
11 know, because again when I worked with local
12 government we had certain types of training
13 programs that although you were unionized they
14 were mandated because it helped you do your job,
15 it helped you perform your job in a better way.
16 And if you're a teacher, whether you're special
17 ed or a gym teacher or just general education
18 teacher, if that's, you know, what your passion
19 is, then you should be willing and wanting to
20 learn as much as you can to help your children
21 that you educate.

18:35:06

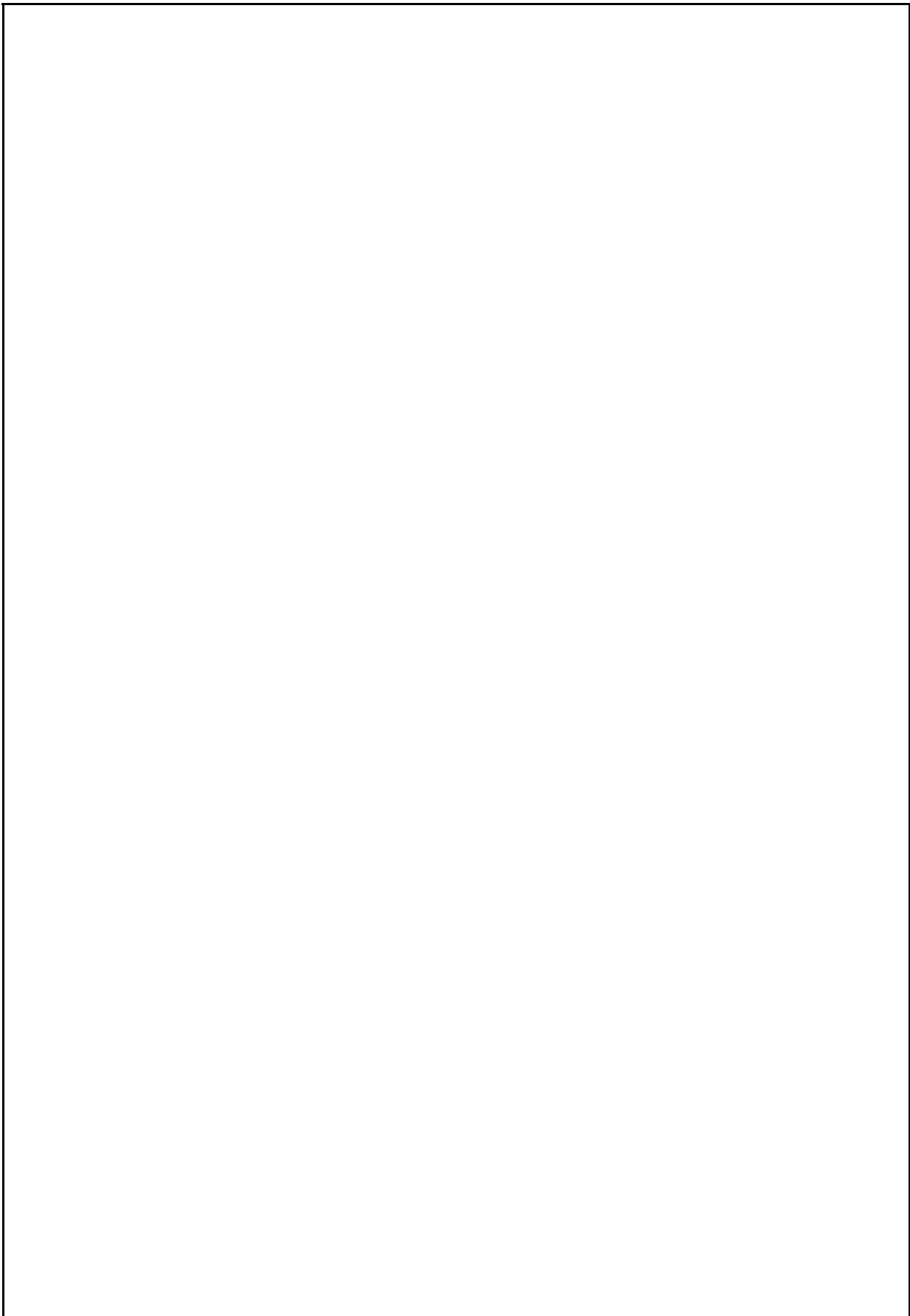
18:35:20

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18:35:48

22 So that's something I kind of would
23 like to see happen because I think we get stuck
24 in that -- because I've heard it from friends,

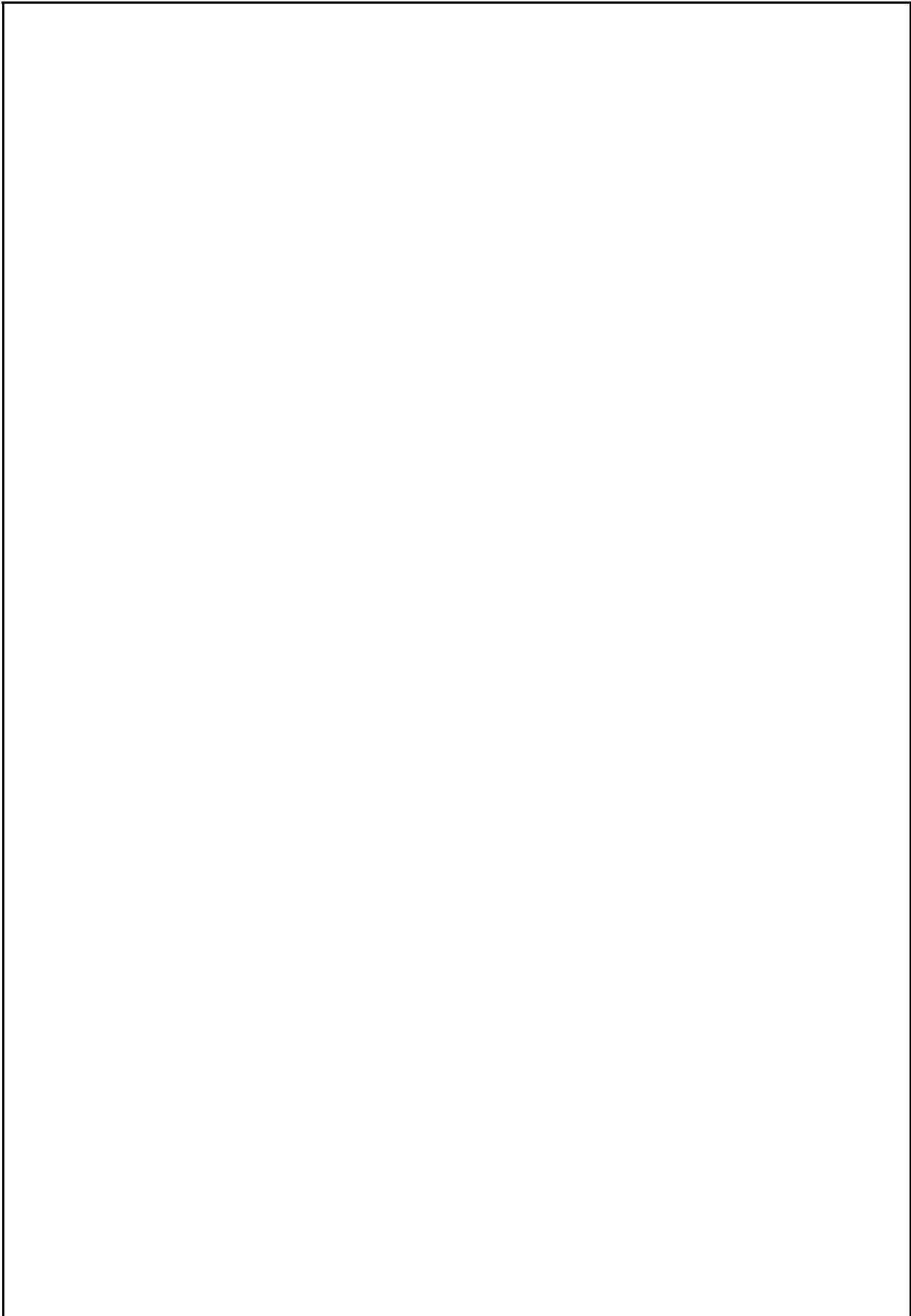




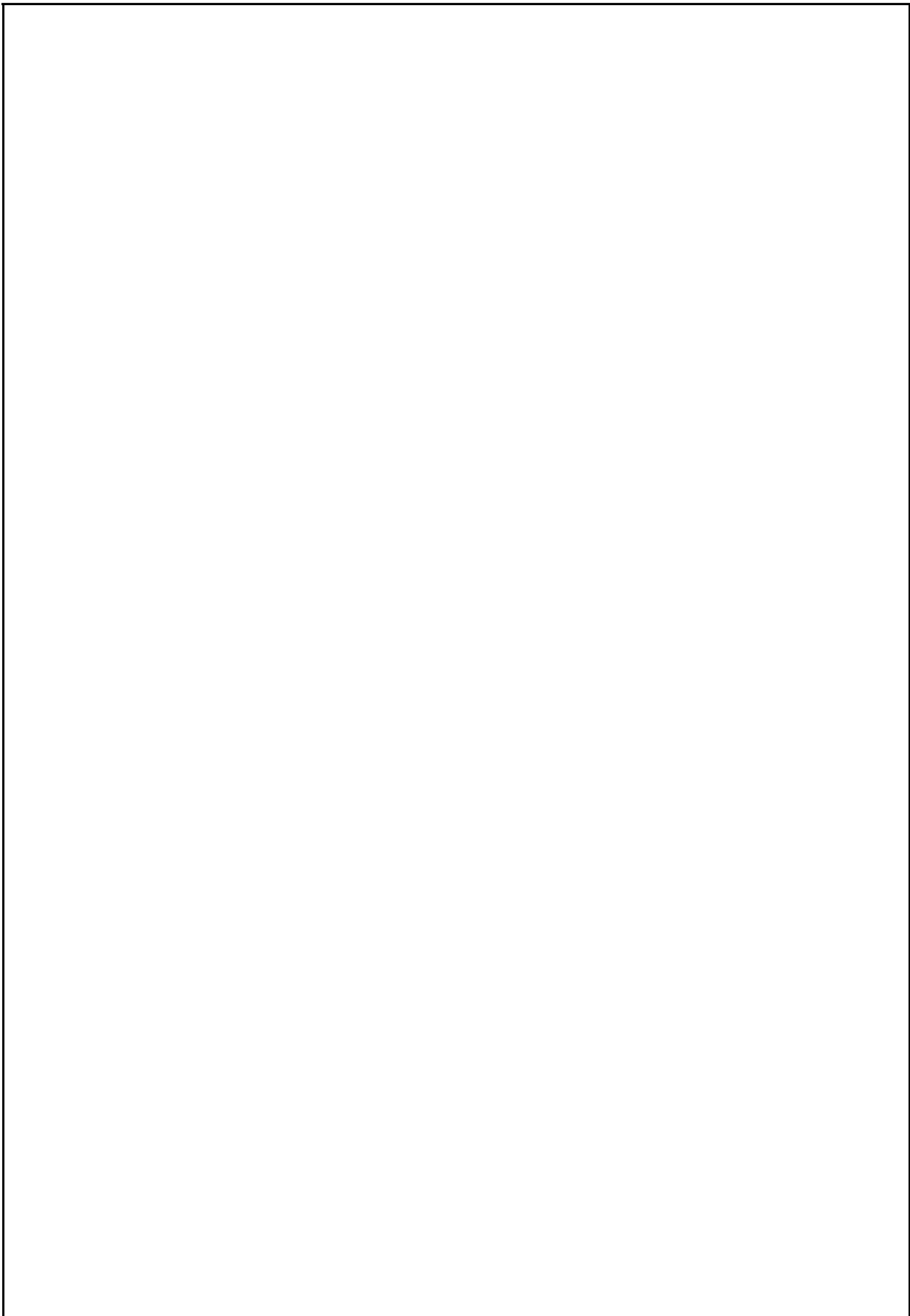
1 autistic, students with different learning
2 disabilities, and to me, you know, like I said,
3 as a teacher there's a difference, but I
4 guarantee if you come into my school you're not
5



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1



1 trainings so they can get those trainings.

2 And then there are other times
3 throughout the year that we could be doing
4 training, and I think our members would like to
5 see that. And I think that's going to be what's
6 going to improve a lot of the stuff that we do
7 in the classroom and really improve services for
8 students.

18:40:41

9 And one thing with uncomfortable
10 conversations, I would love to see this
11 Committee take us on a road where we get off of
12 the term diverse learner. And no offense to
13 anyone here who has used it because people have
14 used it for years now, but for a lot of people
15 that term comes from an era in CPS special
16 education where we started to see some things go
17 in a negative way. And I think it would be
18 really good for us to have a discussion about a
19 better term that we would like to use to refer
20 to our students because all of us our diverse
21 learners, but not all of us have to overcome a
22 disability in order to achieve success. So I
23 would love to see us do that.

18:40:50

18:41:04

18:41:18

24 MEMBER FAHEY-HUGHES: Okay. Thank you,





1 So I really want us to really to take
2 accessibility not only terminology bringing
3 access in our attitude towards disability, which
4 is that we also have to realize one size does
5 not fit all. I remember when I was trying to go
6 through CPS and there was made about my unique
7 because I was deaf. There was that for students
8 with learning disabilities, I was deaf, I did
9 not have a learning disability. And, I mean,
10 this was many years ago, but I think that let's
11 be honest about the bias and what we don't know
12 it takes time to find that information and ask
13 that information. And I think that that was to
14 really build a more inclusive process together.

18:43:17

18:43:36

15 MEMBER FAHEY-HUGHES: Thank you.

18:43:54

16 Let's hear from Frank and then
17 Christine.

18 MR. LALLY: Sure. Thank you.

19 So on the question of making the chief
20 selection process more inclusive but then also
21 on the last question as well, I think my biggest
22 thing is to make community feedback as
23 accessible as possible. So here we have in
24 these meetings public comment but that's not

18:44:06



1 always accessible for everyone, they're not able
2 to come to meetings, they're not able to log on
3 and things like that. So I'd love for maybe
4 having open-ended forms on the website for
5 people to send in feedback or an e-mail but then 18:44:31
6 also making that accessible in different
7 languages for folks who don't speak English, for
8 folks who use screen readers. And I don't know,
9 we can think of different creative ways, but I'd
10 love to solicit as much feedback because all of 18:44:46
11 us at this table have been in the situation
12 where we feel we had great ideas and maybe
13 hadn't been able to provide that feedback. And
14 I want to make sure for those who have those
15 ideas that they're able to get that feedback 18:44:56
16 out.

17 MEMBER FAHEY-HUGHES: Christine.

18 MS. PALMIERI: Yeah, so Christine. I
19 think that one of the biggest challenges within
20 the District too is just transparency and access 18:45:05
21 to information that's consistent and easily
22 accessible is really important. For example,
23 CPS has its own language and its own acronyms,
24 et cetera, but when we're looking for a chief I





1 made time to come to these and there's an
2 opportunity there to, I don't know what the term
3 CPS uses, like road show or something like that
4 where we already have parents who have committed
5 either through PAC or BAC to be engaged with

18:46:36

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think over the years I feel like the tone is set



1 to collaboration.

2 Education is really at the core of our
3 children's experience in Chicago and our
4 children are connected to lots of systems. And
5 so someone who has the experience in
6 collaborating with multiple systems is going to
7 be important, not to mention someone who has a
8 commitment to diversity, equity and inclusion,
9 someone who holds that value and implores that
10 value in their day-to-day work.

18:49:12

18:49:26

11 MEMBER FAHEY-HUGHES: Thank you. Go
12 ahead.

13 MS. WESTON DODD: I would like the
14 chief to be familiar with the SECA and the bus
15 aide roles. We spend the majority of the time
16 with the students, and we need to be treated as
17 professionals and also allowed to attend the IEP
18 meetings so they can get our input on the
19 students before school, during school, after
20

18:49:39



1 since we're with the students more than anyone.

2 And also we need more collaborations
3 with our teachers because we only get to
4 collaborate with them twice a year. So it helps
5 up to be able to communicate. We need time to
6 work with the teachers and also communicate with
7 our parents so they'll know, you know, what our
8 job entails in working with the students on a
9 daily basis.

18:50:20

10 MEMBER FAHEY-HUGHES: All right. Go
11 ahead, Kalvi.

18:50:34

12 MS. MITCHELL: Kalaveeta. So I would
13 like for the selection of the next chief to have
14 some kind of background here in Chicago, have to
15 have lived here at some point through a peer,
16 maybe been a student in CPS and really have on
17 the ground experience working with the
18 community, with parents, definitely have a
19 background in special needs, not just that they
20 went to school and received an education but
21 they actually have some relative experience
22 dealing with families and individuals who have
23 disabilities. Because the problem, you know,
24 that we've seen recently is having someone who

18:50:48

18:51:10





1 morale, filling vacant positions, which has
2 been, you know, an issue and truly understands
3 that any school that might not be doing right by
4 kids with disabilities right now it's not
5 because they don't want to be, it's because they 18:52:47
6 don't know how or they don't have the right
7 supports or they don't have a coach that knows
8 how to teach that teacher or that SECA or that
9 bus aide or that principal what they should be
10 doing with that complex child in front of them, 18:53:00
11 right, who should be receiving very
12 individualized supports and planning. And I do
13 not think it is for lack of trying, it is when
14 people aren't aware of what to do, they're not
15 going to know how. 18:53:14

16 And so whoever is selected does need to
17 know how to provide support to the people that
18 are working with the students every day in a --
19 with a customer service type of approach. Maybe
20 instead of being as focused on all the 18:53:28
21 compliance and crossing our T's and dotting our
22 I's on paper, what we're doing and how we're
23 interacting with students has to be the focus
24 and helping the people that are doing that every



1 day because I think people are looking for help.

2 MEMBER FAHEY-HUGHES: Okay. Thank you.

3 In the interest of time we're going to
4 wrap up those questions. And I really
5 appreciate all the thoughtfulness that went into
6 your responses. 18:53:48

7 So now we're going to open it up to
8 hear from our audience members. The discussion
9 questions are on the screen in front of the
10 stage. You can choose any question to respond
11 to if you're selected to speak. We have staff
12 floating in the audience with microphones, if
13 you'd like to speak, please raise your hand and
14 a staff member will come to you. Anyone?

15 Bueller? 18:54:05

16 All right. I will take that as we've
17 heard enough.

18 Okay. So if you did not get a chance
19 to speak today, written comments will be open
20 until 5:00 p.m. tomorrow, August 2nd. The link
21 is at CPSBOE.ORG. Thank you for your feedback
22 that is coming, we really want to hear from you. 18:54:48

23 So let's now proceed with public
24 comment. As a reminder -- I'm sorry, there are



1 registered speakers, right? Am I on the wrong
2 spot? No, I'm good.

3 As a reminder the union will speak
4 before public participation, if they're here,
5 and any elected officials will speak after the
6 conclusion of public participation. The rules
7 are as follows:

8 Members of the public who registered to
9 speak were given the option to attend in person
10 or via an electronic format. Those who
11 preferred to attend via electronic format were
12 given information to access this meeting by
13 dialing a number and using their phone. We did
14 this so that speakers with limited or no access
15 to the Internet or who may have a weak Internet
16 connection could still participate using their
17 phones.

18 Also, members of the public may submit
19 written comments for Board of Education Meetings
20 via the Written Comments Form on the Board's
21 website at again WWW.CPSBOE.ORG or you can mail
22 in comments to One North Dearborn, Suite 950.
23 Written comments received between the day the
24 public agenda was posted through 5:00 p.m. the

18:55:28

18:55:39

18:55:53

18:56:07



1 day after the Board of Education Meeting will be
2 submitted to the Board and published within five
3 business days on our website at again
4 WWW.CPSBOE.ORG.

5 Speakers, please listen while I provide 18:56:42
6 directions for public participation. I will
7 call your name and number when it is your turn
8 to speak. For speakers joining us virtually, as
9 a reminder to unmute, please press star 6. Once
10 you hear your name please state your name for 18:56:57
11 the record, then the 2-minute timer will start.
12 Once the 2 minutes are over, proceed to conclude
13 your remarks to allow for the next speaker to
14 begin. Thank you.

15 We are now ready to call registered 18:57:14
16 speakers from the speakers' list.

17 Speaker number 1 is Amy Orta. All
18 right. Thank you. Speaker number 1.

19 MS. ORTA: Hi there, this is Amy Orta.
20 Sorry, doing my text. 18:57:39

21 Hi there, I am a mother of two dyslexic
22 children, a 2nd and a 4th grader, and I'm here
23 to ask for your support in helping us get gen ed
24 as well as DL teachers updated with all recent



1 data and information on working with children
2 with dyslexia. Of SLDs children with reading
3 impairments are the largest group, and SLDs are
4 actually the largest group receiving services
5 under IDEA.

18:58:11

6 And my first child was told probably
7 something we've all heard here before, it's
8 fine, she'll catch up, it's because she's an ESL
9 and actually she only speaks English. So we
10 were given excuses time and time again, and
11 they're very old and outdated excuses in which
12 it was just exhausting. Her remediation was
13 delayed.

18:58:29

14 Fortunately for my son I had already
15 jumped through all the hoops and learned
16 everything. I had given up and sacrificed my
17 job. Like so many parents who have kids with
18 special needs, we give up so much and we need
19 help. We've made a lot of progress in the See
20 Past Dyslexia Collaborative Group, it's been
21 amazing the last year, and the District has
22 really gotten up to date on so many current
23 literacy situations and issues, and we would
24 just really love your support in helping us to

18:58:43

18:58:58



1 continue that work to get it into the classroom
2 because it's not in the classroom yet. And we
3 are about to undergo another year and every year
4 that these littles and even the olders
5 miss remediation is significant for them.

18:59:24

6 My son who has had remediation
7 intensively for his significant deficit has seen
8 huge growth, and he's able to keep up with his
9 peers and that is just wonderful remediation
10 work. And we can do it. And we are all in the
11 dyslexia collaborative here also to help and
12 support you guys. So anything, please, we'd
13 love to help and support you and what you guys
14 would like to achieve. Everything you've said
15 so far has been amazing. So that's all I have.

18:59:38

18:59:51

16 MEMBER FAHEY-HUGHES: Thank you for
17 your comments.

18 Speaker number 2 is Renee Freisinger,
19 who is joining virtually. Speaker number 2.

20 MS. FREISINGER: Hi, this is Renee
21 Freisinger.

19:00:10

22 MEMBER FAHEY-HUGHES: We can hear you.

23 MS. FREISINGER: Okay. Good evening,
24 I'm a parent of a rising 7th grader with



1 dyslexia, and I've been a SECA in CPS for more
2 than eight years working with students with
3 specific learning disabilities in reading. I'm
4 also one of the members of CPS Family Dyslexia
5 Collaborative talking to you tonight about the
6 need to prioritize learning disabilities in
7 reading as part of any improvements this
8 Committee is hoping to make.

19:00:32

9 My son and the students I work with are
10 just a few of over 50,000 CPS students who have
11 a reading disability, however, they're also part
12 of 95 percent of students who have the capacity
13 to read. They're also luckier than others
14 because their disability has been diagnosed and
15 acknowledged by CPS as SLD in reading, however,
16 they are far from being okay.

19:00:43

19:01:01

17



1 around, they act out, they get in trouble,
2 anything to divert attention from the shame they
3 carry about not being able to read. They're
4 passed along from year to year even though
5 they're not engaging in their class work and
6 can't read.

19:01:40

7 My son attends a north side school that
8 is well-known for being privileged, but his
9 school offers no remediation or support for his
10 disability. He's fortunate that I can arrange
11 for private tutoring, however, for the past two
12 years my son has been spending several hours
13 each week working on his reading, time that he
14 should be engaging after school in activities
15 with his peers or just being a 12-year-old kid.
16 This time has greatly impacted his ability to
17 form friendships with his classmates.

19:01:52

19:02:07

18 Also, I am nowhere near as privileged
19 as the families around us, and we forego many
20 basics in order to fund his tutoring. And
21 despite all the time and dedication to his
22 tutoring, I still hold a significant fear that
23 these efforts won't help him enough and he will
24 fall through the cracks like so many other

19:02:22



1 students, like the students that I work with.

2 I'm incredibly proud of my son for
3 showing up every day to put in the work, but my
4 heart still breaks knowing that he and so many
5 other students have to work so much harder to
6 put in so much extra time for what they should
7 be getting at school. So I am begging you to
8 please fix this for my kid and the rest of the
9 kids. Thank you.

19:02:46

10 MEMBER FAHEY-HUGHES: Thank you for
11 your comments.

19:03:03

12 Speaker number 3 is Maria Louisa Agate.
13 (Whereupon, the following was
14 spoken in Spanish and
15 translated into English.)

19:05:39

16 MS. AGATE: If you allow me I can say
17 it in English.

18 MEMBER FAHEY-HUGHES: Please.

19 MS. AGATE: Good evening, my name is
20 Maria Louisa Agate, and I am the proud parent of
21 two CPS students. My daughter is a rising 7th
22 grader but reading at the level of a 2nd grader.
23 I am also the chair of my school's LSC and a
24 member of CPS Family Dyslexia Collaborative.

19:05:44



1 Some have said that dyslexia does not exist in
2 Spanish, and I'm here to tell you that it does.
3 And our Hispanic students need just as much
4 identifying their reading disabilities and
5 getting them help to make them better.

19:06:15

6 My daughter is one of as many as 30,000
7 Hispanic students at CPS who have dyslexia.
8 Hispanic children show the same signs of
9 dyslexia as other children, but our teachers in
10 our schools do not understand how to recognize
11 dyslexia in English or in Spanish. My IEP team
12 says that we can talk about dyslexia and say
13 things that are confusing to me. Her ODLSS
14 teacher does not know how to help her reading,
15 and my school does not have services for her in
16 Spanish or English. There are programs like
17 Esperanza that can help students in Spanish.

19:06:28

19:06:46

18 Only 1 percent, 1 percent of students
19 with IEP are reading proficiently. Although we
20 hear that ODLSS is doing more, things are not
21 better in our schools. Literacy is the most
22 powerful tool we can give our children, and a
23 good education should not be a privilege. It is
24 time that we do better for our kids and come

19:07:01



1 here asking the Committee to place a higher
2 priority on improving identification services in
3 support for students with specific learning
4 disabilities.

5 I'm also disappointed that this
6 Committee does not represent specific learning
7 disabilities when 40 percent of diverse students
8 do have specific learning disabilities. Thank
9 you.

19:07:26

10 MEMBER FAHEY-HUGHES: Thank you. Thank
11 you for your comments.

19:07:38

12 Speaker number 5 is Brook Rourke.

13 MS. ROURKE: Hello. Thank you for
14 having me. My name is Brook Rourke, and I'm the
15 parent of four Chicago Public School students.
16 I'll probably cry too. Two of them have a
17 specific learning disability in reading as well
18 as ADHD, anxiety and depression.

19:07:57

19 Due to early screening, outside
20 remediation and an IEP that addresses his needs,
21 my 7-year-old was diagnosed and started
22 remediation early enough that he will be able to
23 read. He's lucky. His self-esteem is strong
24 and he's proud of his specialized instruction he

19:08:09



1 knows makes it easier for him to read.

2 I'm here to talk about my teenager and
3 the other teenagers. They don't have that
4 luxury. We can tell you countless stories of
5 our teenagers whose reading disabilities weren't
6 acknowledged by CPS until middle or even high
7 school. Kid J graduated and started reading
8 tutoring his freshman year and then he left
9 college because the work is just too much. Kids
10 A and L who developed depression and anxiety
11 because they could no longer keep up with their
12 course work but they're too proud to ask for
13 help. They act out. They avoid.

14 Our high schoolers rarely, if ever,
15 receive help because the majority of CPS high
16 schools do not have the programs or capacity to
17 teach basic reading and writing. There are
18 adults in our Network who never learn to read as
19 children. A father who never identified as
20 dyslexic and as an adult cannot read. The
21 grandmother who is raising her grandchildren and
22 learned through their reading struggles that her

19:08:39

19:08:53

19:09:08

19:09:21



1

to ensure that our CPS students learn to read.



1 I want to say dyslexia is real. It's a
2 learning difference that makes reading really
3 difficult. It often runs in families.
4 Generational trauma is impacting our families.
5 It is common. Up to 20 percent of people can
6 have dyslexia or show signs of it, that means
7 around 66,000 CPS students have the probability
8 of having dyslexia. And it's life long, it's
9 something you don't outgrow, but with the right
10 support people with dyslexia can get better at
11 reading and writing. It's easily one of the
12 greatest Civil Rights issues in our country
13 right now, and if we don't help our children
14 learn how to read, it kicks off a devastating
15 downward spiral, one that is the source of so
16 much inequality in our society. And personally
17 I found my son on this downward spiral.

19:10:53

19:11:11

19:11:28

18 MEMBER FAHEY-HUGHES: Thank you.

19 MS. YU: As a mom just one thing is
20 that this is easily one of the reasons why
21 people go to jail. And I hope that the chair
22 member that represents the criminal justice
23 system really advocates for giving kids the
24 tools to learn how to read because we know this

19:11:45



1 Board Meeting and with the CEO and CEO. So how
2 will the public comment from here be shared?

3 MEMBER FAHEY-HUGHES: We -- it is my
4 understanding that we are going to capture all
5 comments and share them with the Board Members.

19:13:13

6 MS. PALMIERI: Okay, that's great.
7 Thank you.

8 MEMBER FAHEY-HUGHES: Sure.

9 MS. BUITRON: I just want to say it's
10 very interesting that all five speakers came to
11 talk about the same specific thing. And I
12 believe most of us are on social media probably
13 in all of these groups. I don't have a kid with
14 dyslexia, but I have a kid with dyscalculia, not
15 the same thing but very similar to what Maria
16 Louisa was saying of they don't know how to
17 identify it, they don't know how to diagnose it,
18 and they definitely don't know how to teach
19 these kids properly. And our schools don't have
20 the resources to provide a reading specialist
21 where needed or any additional supports. And
22 these right here needs to be something that we
23 as a team need to constantly be paying
24 attention.

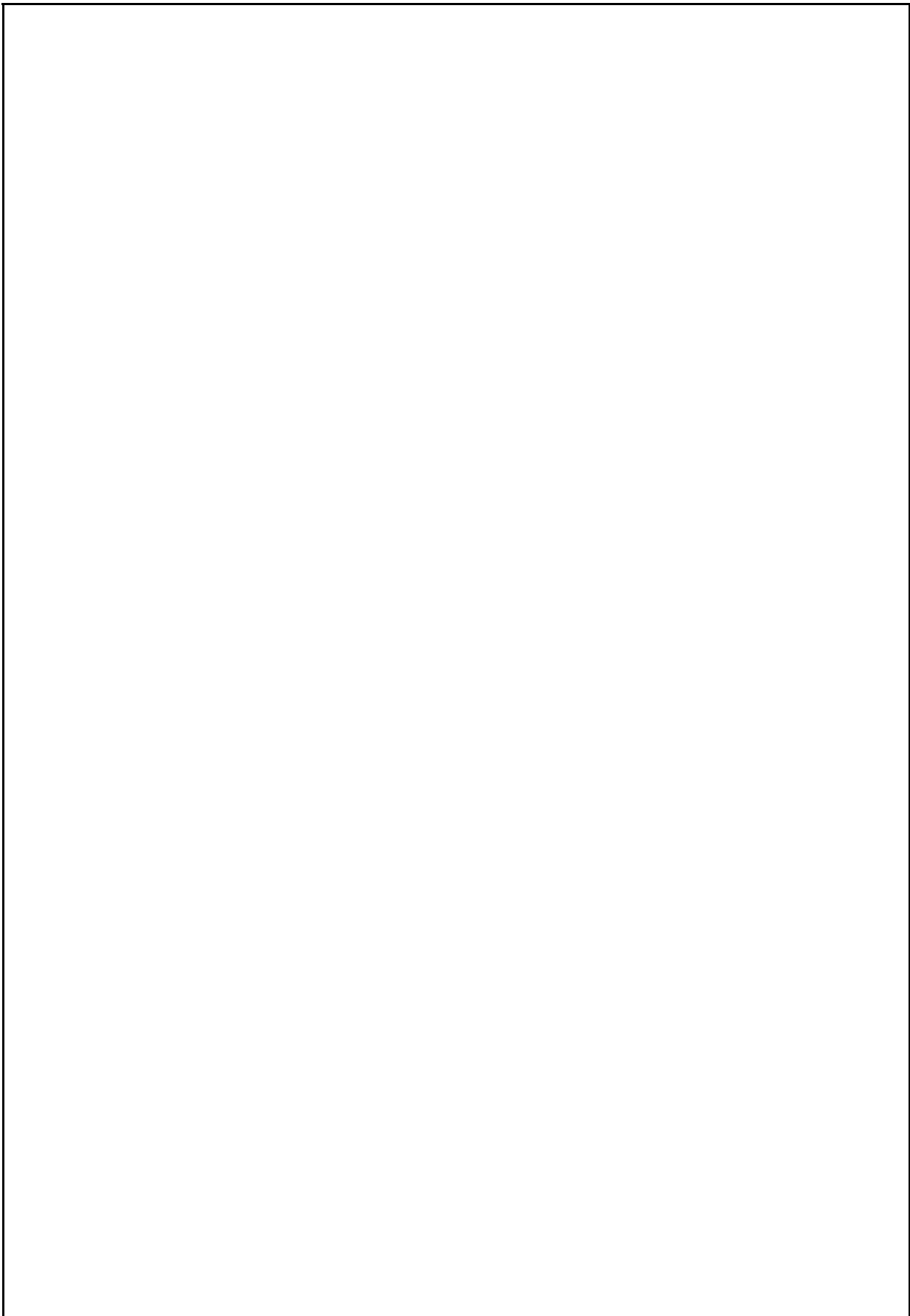
19:13:29

19:13:41

19:13:54



1



1 able to participate. So I would like to know
2 what we are able to make sure that people are
3 able to share the most comfortable that would be
4 helpful to share with the public but also with
5 us.

19:15:48

6 MEMBER FAHEY-HUGHES: Okay. Thank you.

7 MS. MITCHELL: Kalaveeta again.

8 To the mom here that spoke about
9 dyslexia, I have a friend whose son has
10 dyslexia, and she had to spend the better part
11 of a year suing to get her child placed in a
12 school outside of CPS that specifically focuses
13 on dyslexia, so a dyslexia school. And so from
14 there her and a friend they started a group of
15 parents, I think it's called the Dyslexia
16 Collaborative, I'm not sure, Ms. Rourke, if
17 you're in that group. But even though we don't
18 have someone here who is a parent or has a child
19 with dyslexia, we are definitely -- a lot of us
20 are committed to making sure that your child,
21 your children, all those children that have
22 different disabilities are represented and that
23 they receive the services. Because one of the
24 things that I've always found problematic in CPS

19:16:07

19:16:26

19:16:43



1 is the programming. Years ago -- because I
2 think I may have one of the oldest children with
3 disabilities that's in CPS or graduated from CPS
4 recently, years ago CPS used to have an autism
5 program and that was taken away like so many
6 other things. And that is some things that we
7 need to see come back into CPS, not just autism,
8 but I mean all of the different programming for
9 the different disabilities because the students
10 cannot get serviced if those programs are not
11 here.

19:17:14

19:17:31

12 And I think what has been happening
13 over the years is it has been this idea of,
143 well, we don't have it here so we're going to
15 farm the children out. But the problem is that
16 if the parents aren't able to fight to get those
17 services for their children, they don't get them
18 at all and that's problematic. And that's, you
19 know, kind of -- that is the thing that started

19:17:42

2 17



1 that everything under -- every disability under
2 the sun is tested for these students so we know
3 what they have and then we can properly start
4 providing those supports in-house instead of
5 farming them out, unless it is something that we
6 just really can't focus on in CPS. But
7 generally I think it should be in-house because
8 that's where they're going to be most of the
9 day, five days a week.

19:18:32

10 MEMBER FAHEY-HUGHES: Thank you.

19:18:46

11 Anyone else? Sorry, go ahead, Nicole.

12 MS. ABREU: I think this may be a
13 mundane technical thing, but I know we were all
14 issued CPS e-mails, and I noticed that I cannot
15 send or receive e-mails to people not in CPS.
16 So I was just wondering if that was going to be
17 changed so we can communicate with parents.

19:19:02

18 MEMBER FAHEY-HUGHES: We will look into
19 that.

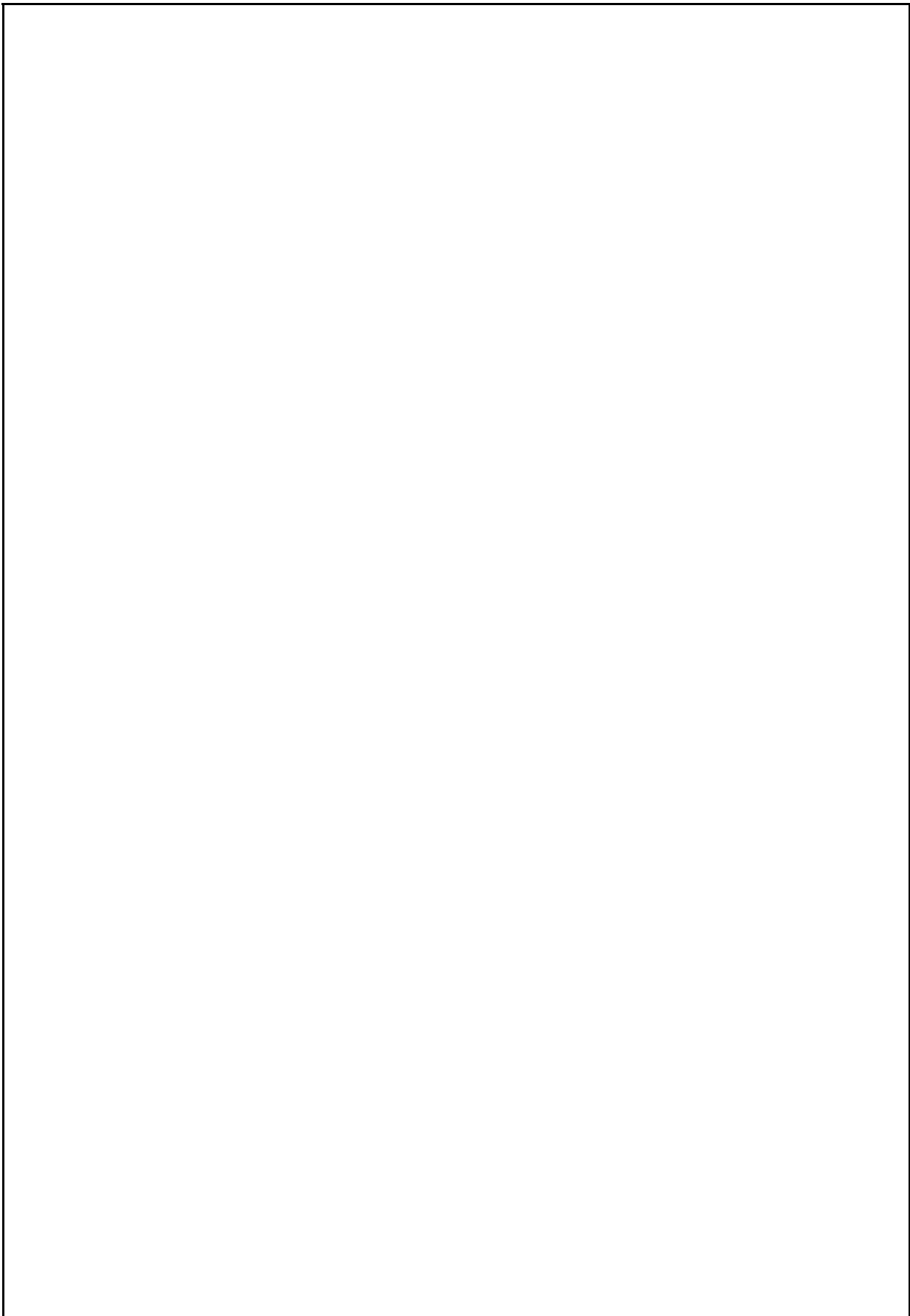
20 MS. ABREU: Great. Thanks.

19:19:14

21 MEMBER FAHEY-HUGHES: And get back to
22



1



1 psychologists, school psychologists have access
2 to because they are doing a lot of really great
3 work that goes way over my head as a school
4 social worker but continuing to kind of talk
5 about what they have access to so that when we
6 are actually meeting for initial IEPs or initial
7 evaluations and, you know, triennials and all of
8 that, please forgive me, it's summer break,
9 these terms are going out of my head right now,
10 that we are continuing that conversation so we
11 know what they have access to so that we are
12 really coming to the table in a meaningful way
13 when we're meeting with families for the first
14 time, the second time or the third time and
15 really diagnosing students and being able to
16 provide real supports and creating meaningful
17 goals on IEPs.

19:20:38

19:20:54

19:21:05

18 MEMBER FAHEY-HUGHES: Thank you.

19 Yes.

20 MS. HEIDT: So just to piggyback off
21 the gentleman next to you, what's your name
22 again, sir?

19:21:14

23 MEMBER FAHEY-HUGHES: Miguel .

24



1 MS. HEIDT: You know, collaboration
2 again amongst other systems to me is very
3 important because again like there's all kind of
4 legislation about what teachers should do now in
5 IEP meetings versus giving information about
6 puns, given information about the able account,
7 making sure that they know what outside systems
8 they're being mandated to communicate during the
9 IEP process. And those are some of the things
10 that I've been doing on my -- as an advocate
11 making sure that families and parents are
12 pre-aware of this so that if the team forgets or
13 don't have the necessary resources to share they
14 are aware of it, they know that this is going
15 on. So again collaborations amongst other
16 systems. It's like a big silo. I mean, it's a
17 whole cycle and everybody connects, ISBE, and
18 then they connect to -- they connect to the
19 independent service coordinator. You know, and
20 again our loved ones are growing older, so we
21 really have to think about what happens as they
22 get older because in my case, you know, it just
23 hit me. Now my son is at a place where I'm
24 trying to figure out because of his executive

19:21:29

19:21:43

19:21:57

19:22:10



1 functioning, you know, trying to figure out --
2 because he didn't get some of the services that
3 was necessary what do I do. And as a single
4 mom, and I'm from old school and from the south,
5 you know, I just teach him the best way I know
6 how. And again, he's thriving at his program.

19:22:38

7 So I just want us to ensure when we
8 communicate to parents and the public we have to
9 do the work too. I mean, educators and
10 clinicians can teach at school, but we also have
11 to reinforce that and I grew up that way. So,
12 you know, just some reminders.

19:22:50

13 MEMBER FAHEY-HUGHES: Thank you.

14 Anyone else?

15 Go ahead.

19:23:01

16 MS. KUSKE: I just want to second
17 Commissioner Arfa's comment and say that if
18 we're going to be -- trying to be accessible as
19 possible at this hearing, it's really important
20 that we're considering language access but also,
21 you know, do we have cart services going, do we
22 have screen reader accessible paperwork
23 available on the website. Because I think if we
24 want appropriate feedback, we should at least

19:23:15



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



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
Special Education Advisory Committee 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 Special Education Advisory Committee
Meeting.

Karen Fatigato, CSR

LIC. NO. 084-004072

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