

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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COMMITTEE MEMBERS PRESENT:

- MS. NICOLE ABREU SHEPARD
- MS. BARBARA COHEN
- MS. SANDRA HEIDT
- MS. CHRISTINE PALMIERI
- MR. MIQUEL A. LEWIS
- MR. FRANK LALLY
- COMMISSIONER RACHEL ARFA
- MR. JIM CAVALLERO
- MS. KIMBERLY WESTON DODD
- MS. TRACEY STELLY
- MS. STEPHANIE ANDERSON

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(Whereupon, the Special  
Education Advisory Committee  
Meeting convened at 6:08 p.m.)

18:08:57  
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18:09:03  
18:09:08  
18:09:11  
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18:09:48  
18:09:51  
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18:09:59  
18:10:02

MEMBER FAHEY HUGHES: Hello, welcome,  
everyone. Thank you all for being here. I am  
grateful to see our SEIU SECAs and bus aides  
here, thank you all for coming and our other  
observers and guests.

Welcome to the Chicago Board of  
Education's Special Education Advisory Committee  
Meeting. Notice of this meeting was posted on  
March 3rd -- I'm Mary Fahey Hughes, by the way.  
Notice of this meeting was posted on March 3rd,  
2024 or after least 48 hours before this meeting  
at the Chicago High School for Agriculture  
Sciences, the Board Office at One North  
Dearborn, 42 West Madison Lobby and on  
WWW.CPSBOE.ORG.

Today is March 6th, 2024. We are  
holding this meeting at the Chicago High School  
for Agriculture Sciences, first floor. I am  
Mary Fahey Hughes again. I'd like to also  
acknowledge the Committee Members who are here  
tonight: Nicole Abreu Shepard, Stephanie

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 9818:11:05 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

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I am a Chicago Public School student, a rising

18:25:09

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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

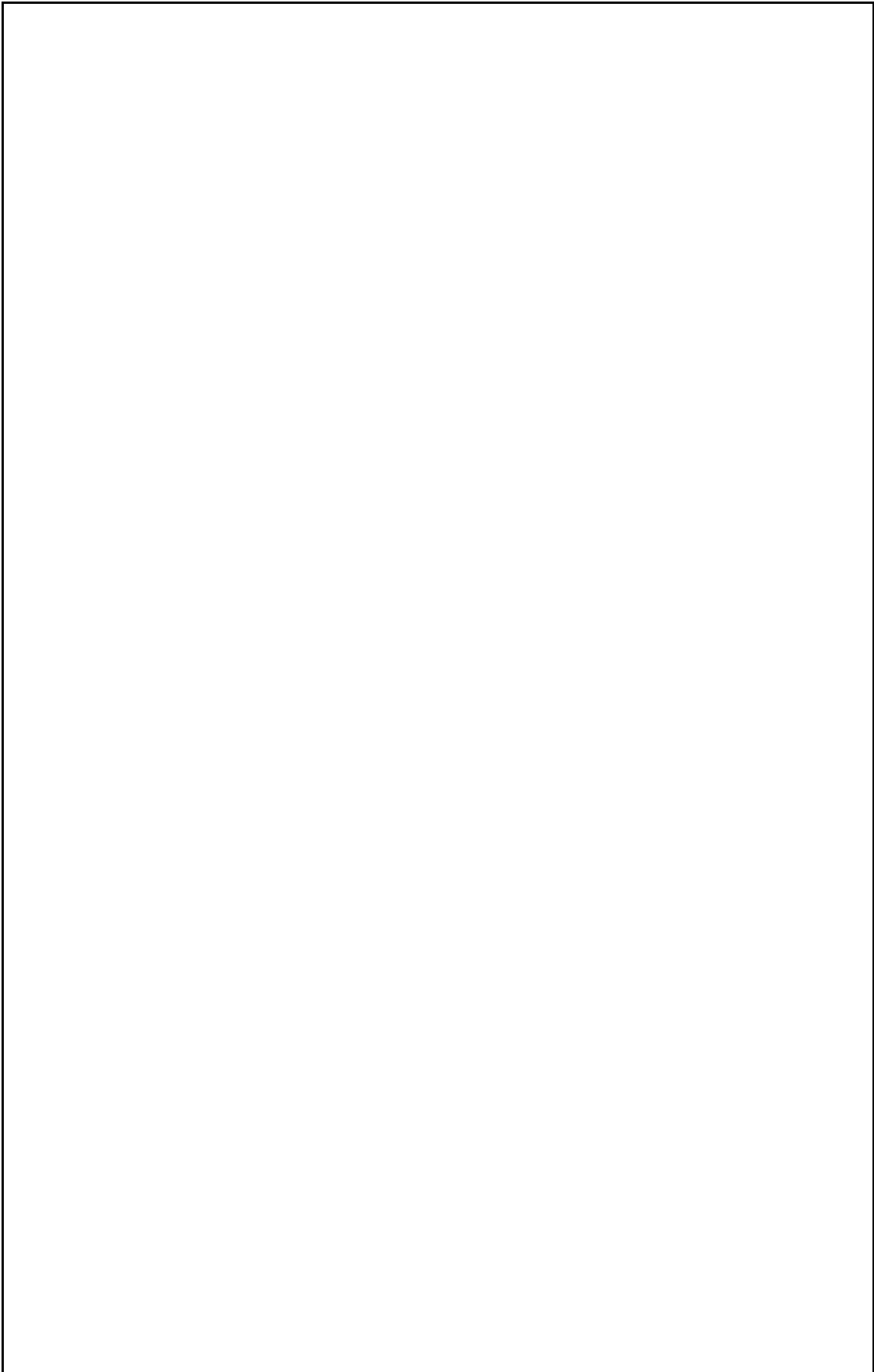
1 is just a draft of a few questions that I 18: 42: 23  
2 thought we with ask just based on the 18: 42: 24  
3 information that you gave. 18: 42: 27

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 ambition 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

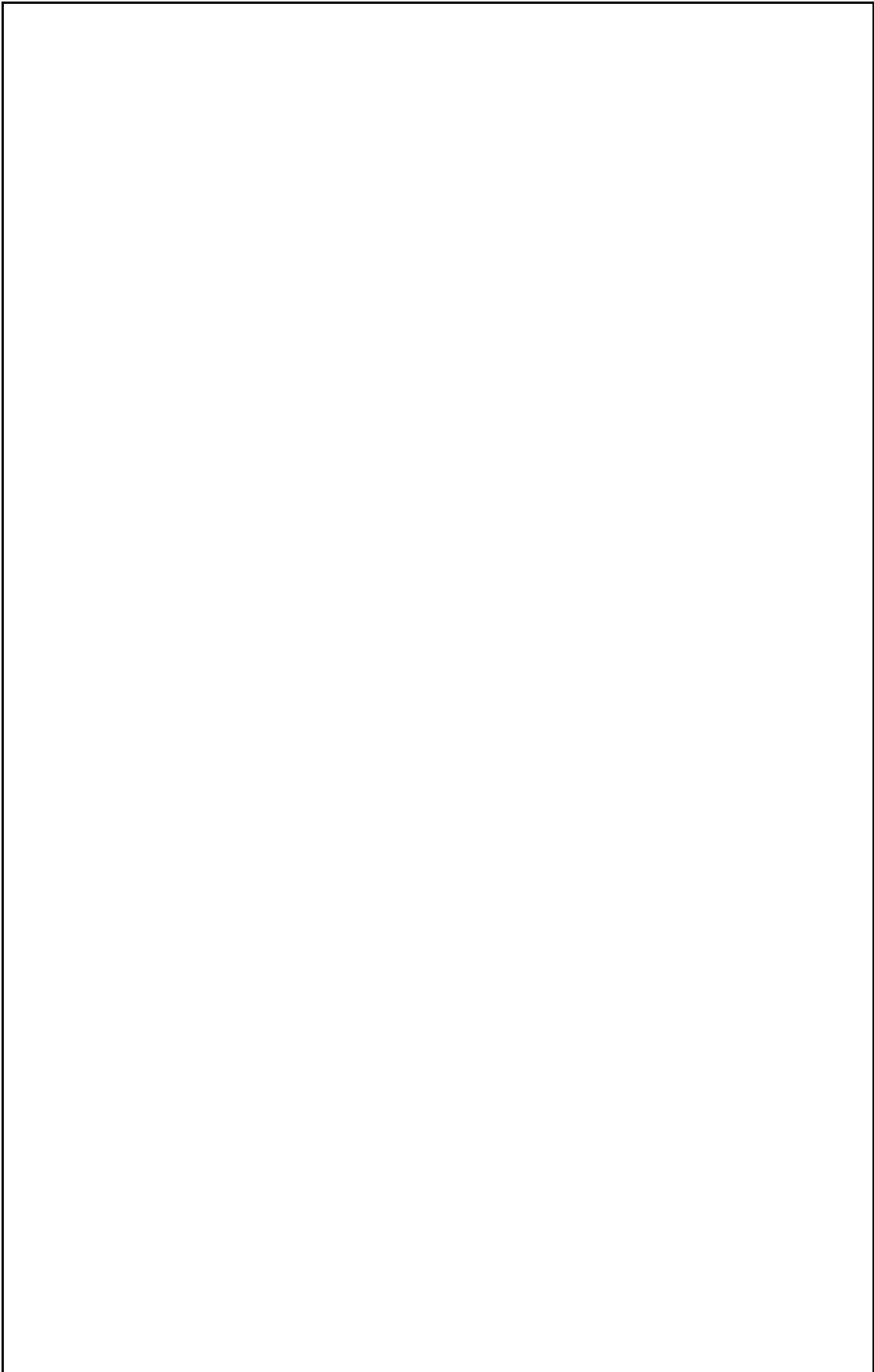
9 help education, which is a very confusing way to be 18: 48: 18  
10 constructing the website, but it's there I think 18: 48: 17  
11 because -- well, I'm really not sure why it's 18: 48: 20  
12 that way. 18: 48: 25

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

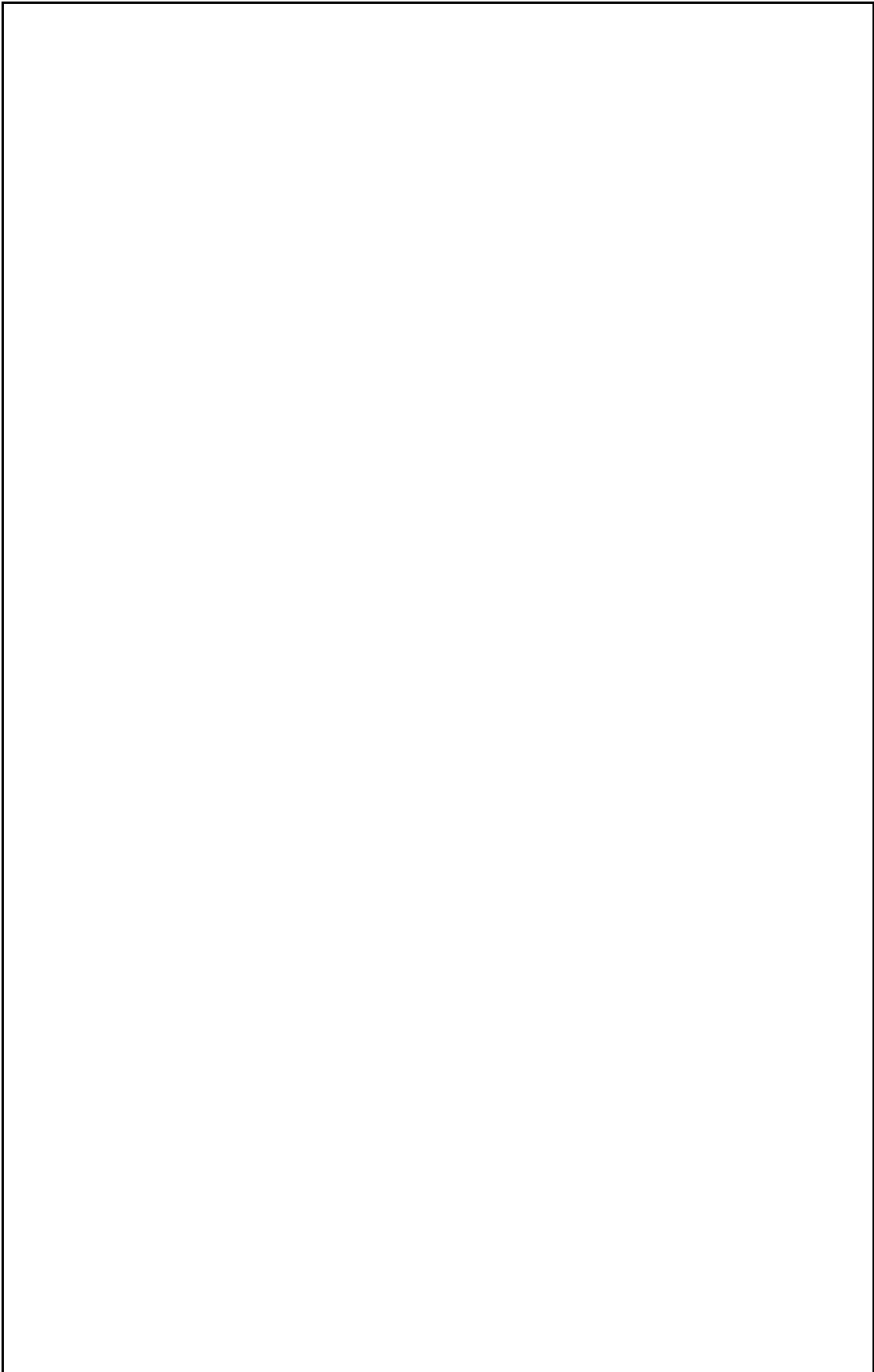
8 MS. STELLY: But if the related service 19:01:12  
9 providers -- so who would be the IEP team if 19:01:13  
10 we're breaking out the related service 19:01:16  
11 providers, would it just -- would it be like the 19:01:18  
12 special education? 19:01:21

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 Chicago, Chicago Board of Education and Chicago 19: 04: 52  
2 Public Schools. 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 Chicago 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

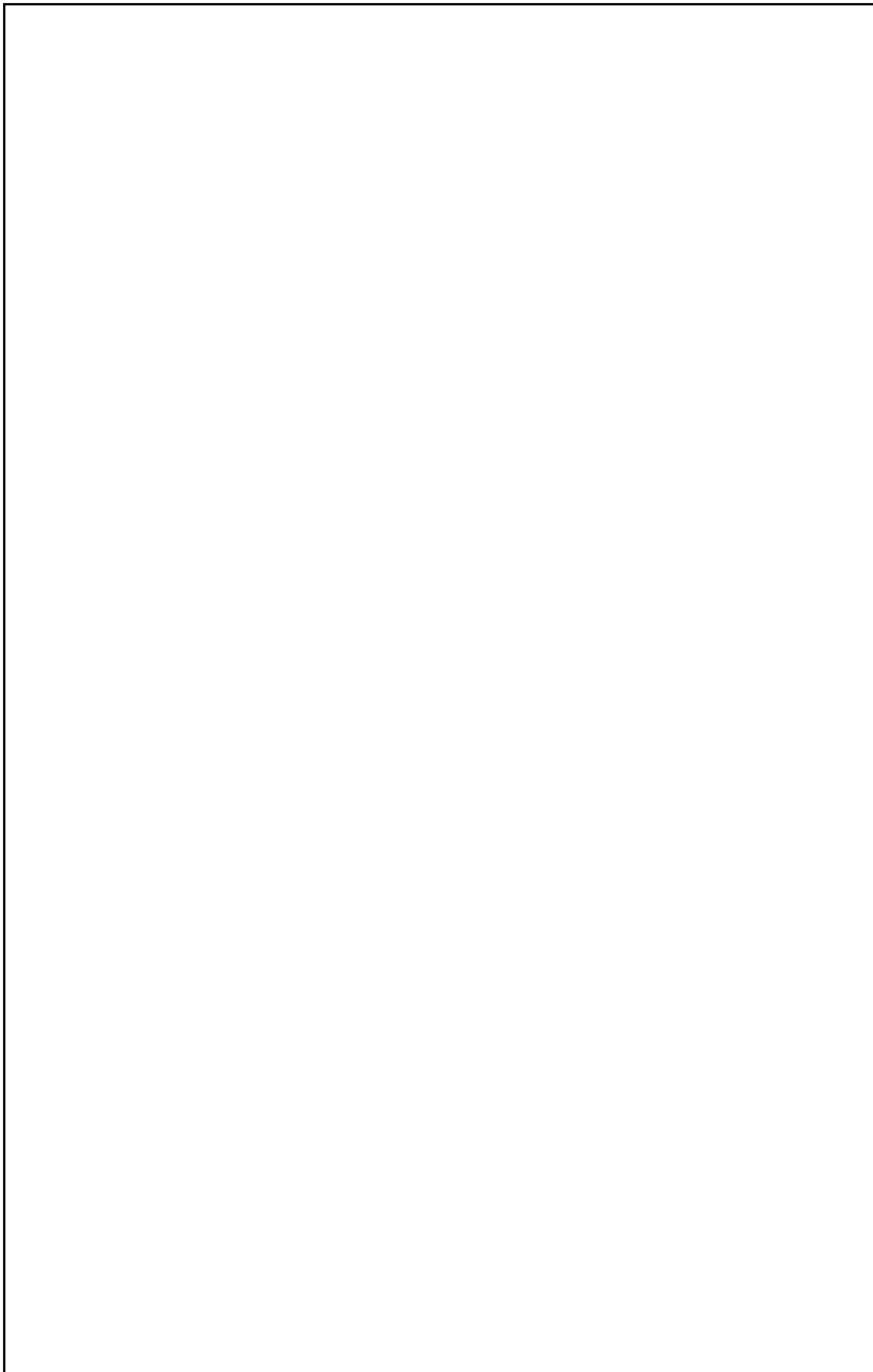
20 maybe perhaps for the next meeting I'm really 19:09:57

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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