

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

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

BOARD MEMBERS PRESENT:

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

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

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COMMI TTEE MEMBERS PRESENT:

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

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

1 Anderson, Rachel Arfa is coming in, yes, and Jim 18:10:07
2 Cavallero, I believe online, Barb Cohen, 18:10:16
3 Deandrea Fedrick, Sandra Heidt, Frank Lally, 18:10:24
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
17 Molly Condon, Case Manager at the Chicago High 18:11:11
18 School for Agriculture Sciences, to say a few 18:11:15
19 words. 18:11:18
20 MS. CONDON: My name is Molly Condon, 18:11:21
21 I'm the Special Education Case Manager here at 18:11:25
22 Chicago Agg, and I want to welcome you and thank 18:11:27
23 you for coming and choosing our school. We love 18:11:29
24 it here. We have the full continuum of services 18:11:32

1	for students with disabilities, and I like of	18:11:35
2	think of myself as an advocate for kiddos in	18:11:39
3	CPS, and I welcome all of you and families and	18:11:42
4	thank you for being here.	18:11:45
5	I would like to share a few safety	18:11:46
6	points and notes. Please note that the primary	18:11:48
7	exit and entrance to this room is at the front	18:11:51
8	of the room to your right. There's also an	18:11:53
9	additional exit to the back. If you're leaving	18:11:57
10	the room, please walk along the perimeter to the	18:11:58
11	exit. Please do not walk across the front of	18:12:01
12	the room.	18:12:04
13	Restrooms are located outside of the	18:12:05
14	door you entered through on the opposite side of	18:12:07
15	the stage wall.	18:12:09
16	During the meeting we ask that you keep	18:12:10
17	all aisles and exits clear. If you need any	18:12:12
18	assistance during the meeting, please wave the	18:12:16
19	attention of one of our security officers.	18:12:19
20	At this time I would like to turn the	18:12:21
21	meeting over to the Chairperson, Mary Fahey	18:12:22
22	Hughes, to continue with the meeting agenda.	18:12:26
23	Thank you.	18:12:28
24	MEMBER FAHEY HUGHES: Thank you.	18:12:28

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

1 advocate for the children that they serve, we 18:17:58
2 have a partner that listens and is willing to 18:18:02
3 course correct so that we can resolve these 18:18:04
4 issues in an easy and effective way instead of 18:18:07
5 constantly having to go to the State and doing 18:18:10
6 it in a very difficult and painful way for the 18:18:13
7 School District. 18:18:17

8 Bilingual SECAs: Our bilingual SECAs 18:18:18
9 are not paid to translate. CTU members are paid 18:18:23
10 to translate. Our members are the ones who do 18:18:27
11 most of the translating in Chicago Public 18:18:31
12 Schools. For report card pickup day they run up 18:18:34
13 and down the school building translating, and 18:18:37
14 they are not compensated for the value add that 18:18:41
15 they have. We have over 5,000 new arrivals just 18:18:44
16 this school year. There is a high need for 18:18:48
17 bilingual special education classroom 18:18:51
18 assistants, but in order to recruit people you 18:18:53
19 have to respect them, and the best way to 18:18:56
20 respect our members is to pay them what they are 18:18:58
21 worth, and that means a stipend for bilingual 18:19:00
22 SECAs. 18:19:03

23 When we talk about our bus aides, right 18:19:04
24 now the minimum hours in our contract is four 18:19:06

1 hours of work. It is difficult to recruit bus 18:19:08
2 aides because it's a split shift job, which 18:19:11
3 means you work a couple of hours in the morning, 18:19:13
4 you have dead time in the middle of the day and 18:19:15
5 then you work at night. So it's difficult to 18:19:18
6 get a second job to be able to make ends meet. 18:19:20
7 We're asking for a minimum of six hours to make 18:19:22
8 it more of a livable job for our bus aides. 18:19:25
9 We have over 500 SECA vacancies and 18:19:28
10 around 200 bus aide vacancies. And the reason 18:19:31
11 our vacancy rate is so high in these two 18:19:35
12 critical positions for special education 18:19:39
13 classrooms -- special education students is 18:19:43
14 they're not paid adequately so they can't 18:19:46
15 recruit and they cannot retain staff. So what 18:19:49
16 we're asking for is a living wage, and we're 18:19:52
17 asking for respect in some of these aspects of 18:19:54
18 our contract. 18:19:57
19 I'm going to turn the microphone over 18:19:58
20 for the remaining time that I have to Evelyn 18:20:00
21 Davis West and Teisha Mil sap. Come on up you 18:20:03
22 two. 18:20:06
23 MS. WEST: Who are we? Who are we? 18:20:06
24 My name is Evelyn A. Davis West, and I 18:20:12

1 am a SECA. And I've been a SECA now for like 18:20:16
2 eight-and-a-half years, but I've been with the 18:20:18
3 Board of Education since 1996. I started out at 18:20:21
4 CTU as a 2nd grade teacher and then I went on 18:20:24
5 and started my family and everything. And I 18:20:27
6 have a daughter that's here at Chicago High 18:20:29
7 School of Agriculture of Science, she's in her 18:20:32
8 junior here. And I also have a son that was 18:20:36
9 also a student here, and he's a sophomore now in 18:20:38
10 college. 18:20:41

11 But I'm standing here today, like I 18:20:41
12 said, as a SECA, and we are the backbones in 18:20:43
13 those classrooms. And we just want to be paid, 18:20:46
14 respect -- paid fairly. We want to be treated 18:20:50
15 fairly. We want to have safety as well. And so 18:20:53
16 that's what we're finding that we're not getting 18:20:57
17 that at all, and we're working with the most 18:20:59
18 vulnerable children in CPS system. And so all 18:21:02
19 we just want to be, you know, pay us, protect us 18:21:05
20 and respect us. It's time to turn the pages on 18:21:09
21 these Roman noodle wages. It's time. So just 18:21:13
22 pay us. Thank you. 18:21:18

23 MS. MILSAP: Greetings, Special 18:21:24
24 Education Advisory Committee, my name is Tiesha 18:21:29

1 Mil sap, I am a SECA at Chicago Vocational Career 18:21:31
2 Academy. I understand that we have 30 seconds 18:21:34
3 left so I will speak quickly. 18:21:36
4 Going through the school year of a SECA 18:21:38
5 or any staff member that is a support worker at 18:21:41
6 CPS, from August through September we're 18:21:44
7 already -- we're in a deficit. We start the 18:21:48
8 school year in a deficit because the wages -- we 18:21:50
9 have no wages during the summertime. The summer 18:21:53
10 school schedule does not pay a lot of money. 18:21:57
11 Basically when you go to summer school you're 18:22:00
12 only just earning gas fare and lunch money. 18:22:03
13 When we get into our winter months, that deficit 18:22:06
14 continues. When we get into the winter months, 18:22:09
15 we have missing weeks. By the time we get to 18:22:12
16 our taxes, we're still in the red because we 18:22:15
17 have to use our income taxes to try and replace 18:22:18
18 the income that we don't get. 18:22:21
19 MEMBER FAHEY HUGHES: Excuse me, sorry, 18:22:23
20 you have to wrap it up. 18:22:25
21 MS. MILSAP: Okay. 18:22:27
22 MEMBER FAHEY HUGHES: Thanks. 18:22:28
23 MS. MILSAP: One last thing, ladies and 18:22:29
24 gentlemen. I work every day. I punch a clock 18:22:30

1	every day. I am a card carrying member of the	18:22:32
2	Greater Chicago Food Depository because we do	18:22:35
3	not make enough money. And I understand that my	18:22:39
4	time is up, but I know I am not the only one	18:22:40
5	here.	18:22:44
6	MEMBER FAHEY HUGHES: Thank you for	18:23:04
7	coming. All right. Thank you.	18:23:06
8	We will now move on to the registered	18:23:34
9	speakers' list. There are five public	18:23:37
10	participants registered to speak. I will call	18:23:39
11	your name and number when it is your turn to	18:23:42
12	speak. For speakers joining us virtually, to	18:23:45
13	unmute, please press star 6. Once you hear your	18:23:47
14	name, please state your name for the record,	18:23:52
15	then the 3-minute timer will start. Once the 3	18:23:54
16	minutes are over, proceed to conclude your	18:23:57
17	remarks to allow for the next speaker to begin.	18:24:01
18	Thank you.	18:24:03
19	We're ready to call registered speakers	18:24:04
20	from the speakers' list. Speaker number 1 is	18:24:06
21	Aidan Anderson, who is here in person. Take	18:24:09
22	your time.	18:24:37
23	MR. ANDERSON: Hello.	18:24:38
24	MEMBER FAHEY HUGHES: Hello.	18:25:06

1 MR. ANDERSON: I'm Aidan Anderson, and 18:25:07
2 I am a Chicago Public School student, a rising 18:25:09
3 8th grader that attends Sutherland Elementary 18:25:13
4 School. And I came here to share with you a 18:25:16
5 topic I'm very passionate about. 18:25:19
6 I came here which is creating greater 18:25:21
7 awareness for support and understanding amongst 18:25:24
8 CPS pre-K teachers and aides and social workers 18:25:26
9 and school psychologists for social/emotional 18:25:31
10 regulation in students. I believe this is 18:25:35
11 needed because some students who experience 18:25:37
12 difficulty with regulation don't get the help 18:25:40
13 they need. So I believe increased awareness and 18:25:45
14 appropriate for this behavior is required. 18:25:48
15 Students can learn how to climb out of 18:25:52
16 dysregulation and back into regulation but there 18:25:55
17 needs to be greater awareness at schools. 18:25:58
18 There is a behavioral program that's a 18:26:03
19 part of me but it's very far from my home. It 18:26:05
20 helped me learn strategies for self-regulation 18:26:08
21 with the support of my parents. You may have 18:26:12
22 heard of a group called Tuesday's Child, an 18:26:15
23 evidence-based program that helps address 18:26:18
24 behavioral issues in young children. This 18:26:20

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 much as a third of their student population with 18:34:28
24 IEPs. Said teachers, as was previously stated, 18:34:31

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 to include in the name? 18:43:17

2 And the last one which I think is 18:43:18

3 always great when you're reaching out to the 18:43:20

4 community, just an open-ended what else, you 18:43:22

5 know, what else, what are some other thoughts 18:43:25

6 that you might have? 18:43:27

7 But just any feedback on that. Do we 18:43:27

8 think that that works? Anything to add? 18:43:30

9 Christine, you look like -- 18:43:35

10 MEMBER FAHEY HUGHES: Christine, go 18:43:36

11 ahead. 18:43:37

12 MS. PALMIERI: Yeah, I think part of 18:43:37

13 the challenge is like, you know, in number one, 18:43:39

14 do you feel that the current name clearly or 18:43:41

15 accurately captures? I think a big part of the 18:43:43

16 problem is that with new families that are 18:43:47

17 coming in, it's the first -- you know, there 18:43:49

18 almost has to be education on -- I honestly 18:43:53

19 don't know how we got to diverse learner 18:43:56

20 terminology, but because so many families are 18:43:59

21 used to that, I definitely agree with changing 18:44:02

22 when we change the name instead of if we change 18:44:06

23 the name, but I'm a little bit worried because 18:44:09

24 families are so used to it they might say, yeah, 18:44:12

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 because nobody that I know identifies themselves 18:47:27
23 as a diverse learner. (Inaudible) we use the 18:47:34
24 terminology that we use to help students and 18:47:39

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 education, which is a very confusing way of 18:48:14
10 constructing the website, but it's there I think 18:48:17
11 because -- well, I'm really not sure why it's 18:48:20
12 that way. 18:48:25
13 CHIEF LONG: Let me give you some 18:48:25
14 things I've learned this week on the website 18:48:27
15 but, yeah, thank you for that. 18:48:29
16 MS. PALMIERI: One more question. 18:48:32
17 This survey will also go -- this survey 18:48:34
18 will also go to CPS staff as well, right, 18:48:37
19 departments and teachers and SECAs and 18:48:41
20 et cetera, it wouldn't just be for families? 18:48:43
21 CHIEF LONG: No, the intention is to 18:48:46
22 send it out widely. 18:48:48
23 UNKNOWN PERSON: Yeah, I think -- I'm a 18:48:53
24 parent at a school that has a large Spanish 18:48:54

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 with. 18:50:01

2 CHIEF LONG: I really appreciate the 18:50:01

3 perspective, especially, you know, speaking 18:50:03

4 about the term diverse learner from another 18:50:05

5 language standpoint, I had not even considered 18:50:08

6 that, so thank you. Is everybody okay with the 18:50:10

7 timeline? Good? 18:50:15

8 MEMBER FAHEY HUGHES: Yes. 18:50:16

9 CHIEF LONG: All right. So another 18:50:17

10 thing that I wanted to, you know, update you on 18:50:18

11 and, you know, work to deliver on that I also 18:50:21

12 completely agree with is the Special Education 18:50:24

13 Satisfaction Survey. Again, the rationale is 18:50:27

14 taken from the document that you all created, 18:50:30

15 and if we flip to the slide that has the one, 18:50:33

16 two and three, this is where I just wanted some 18:50:39

17 input. So I just wanted to think about -- and 18:50:42

18 then after this is the draft survey that I 18:50:44

19 received from all of you. 18:50:47

20 So thinking about when would we 18:50:48

21 administer the survey or is it like whenever, 18:50:50

22 you know, just basically whenever someone wants 18:50:53

23 to click on it? Who would administer the 18:50:55

24 survey? So is this something that kind of lives 18:50:58

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
21 We'll start with number one. 18:51:53
22 MS. COHEN: I have one thought about 18:51:56
23 who would administer the survey, and I assume it 18:51:59
24 would be CPS. One of the many things that's 18:52:02

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

7 maybe consider other platforms, like a lot of 18:53:53

8 people use Facebook now, Instagram, with a link 18:53:55

9 that will take you directly to the survey, 18:54:01

10 especially if you don't have an e-mail or don't 18:54:02

11 like access e-mails. 18:54:05

12 CHIEF LONG: So make it accessible, 18:54:07

13 yeah. 18:54:09

14 MS. FEDRICK: I don't want anybody to 18:54:10

15 be mad at me, but maybe during the IEP or 504 18:54:13

16 meeting have this be -- the satisfaction survey 18:54:17

17 be something that's implemented then because we 18:54:19

18 could get a lot of feedback at the IEP meeting, 18:54:22

19 504 meeting. But I know it puts a lot more on 18:54:26

20 the case manager or the special education. 18:54:30

21 There's a way to kind of figure that out because 18:54:34

22 I think you'd get more feedback then. 18:54:36

23 MS. PALMIERI: I think it would be 18:54:40

24 great to imbed it in SSM on everyone's notice of 18:54:42

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
8 demographics, so this was just sort of narrowing 18:55:00
9 and framing the information about who is filling 18:55:03
10 out the survey. 18:55:07
11 The next page is the Likert scale that 18:55:08
12 would be used. 18:55:12
13 And then the next few pages are just 18:55:14
14 the questions and then that's where you could 18:55:16
15 assign a number to them. And this was from the 18:55:19
16 cultural subgroup, thank you for this. Who is 18:55:24
17 on the cultural subgroup? 18:55:28
18 MEMBER FAHEY HUGHES: Culture of 18:55:31
19 Special Ed. 18:55:33
20 CHIEF LONG: Culture of Special Ed, 18:55:34
21 thank you. 18:55:36
22 MEMBER FAHEY HUGHES: Christine. 18:55:37
23 CHIEF LONG: And Christine too? Yes? 18:55:38
24 Thank you. 18:55:40

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 to say whether or not their students have IEPs 18:57:57
2 or not when they're registering so it definitely 18:58:00
3 needs to be something that is mandated but not 18:58:03
4 embarrassing. I mean, every parent, whether or 18:58:06
5 not their child speaks English or not, has to do 18:58:10
6 a home language survey. And that is something 18:58:12
7 that we need to open it up with our students 18:58:14
8 with IEPs to make sure the parents don't feel 18:58:16
9 like, oh, I have to do something extra or 18:58:20
10 something different than what every other parent 18:58:22
11 or kid is receiving. 18:58:25
12 CHIEF LONG: So I can read through 18:58:34
13 these. 18:58:35
14 So the first one, and I'll kind of go 18:58:36
15 through and these are the questions, overall 18:58:38
16 special education experience for your child. 18:58:39
17 The next one, communication -- so this 18:58:41
18 is rating, so you're using the Likert scale to 18:58:43
19 rate this. 18:58:46
20 Communication between special education 18:58:46
21 teacher and home. 18:58:48
22 Communication between case manager and 18:58:49
23 home. 18:58:50
24 Communication between SECA and home. 18:58:51

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

1 MR. LALLY: If I can comment, I think 18:59:39
2 these are great questions. I would recommend 18:59:45
3 adding another question around satisfy -- how 18:59:47
4 satisfied you are when it comes to building 18:59:52
5 accessibility, physical accessibility of the 18:59:55
6 building and potentially recommendations around 18:59:57
7 building accessibility and needs. 19:00:00
8 MS. STELLY: And can you talk about the 19:00:07
9 difference between child's IEP team and related 19:00:08
10 service providers? I mean, yeah, just because I 19:00:12
11 guess my daughter has like every related service 19:00:15
12 provider, and I just consider that like the IEP 19:00:18
13 team. 19:00:20
14 CHIEF LONG: So my guess, and keep me 19:00:21
15 honest -- or do you want to just answer it? 19:00:24
16 MS. FEDRICK: If you don't mind. 19:00:26
17 CHIEF LONG: Go ahead. 19:00:27
18 MS. FEDRICK: So what I found, and I 19:00:29
19 hope nobody gets mad, is that sometimes you find 19:00:30
20 different ways -- like let's say the OT, the PT, 19:00:36
21 the speech communicates with the parent, it's 19:00:39
22 different levels of accountability. Say up 19:00:42
23 north parents will want that communication 19:00:47
24 binder, they would want to know what their 19:00:49

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 CHIEF LONG: And I was reading it as, 19:01:31
18 you know, perhaps IEP team is more about when 19:01:33
19 you're having an IEP meeting and maybe 19:01:35
20 communication with related service providers 19:01:37
21 could be outside of that. But if we're -- you 19:01:40
22 know, we can take anymore suggestions, but if 19:01:42
23 we're okay then what I can do is take this back 19:01:45
24 and there's certain things I would need to do to 19:01:48

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 MEMBER FAHEY HUGHES: Did you want to 19:02:46
2 say something? 19:02:47
3 MS. COHEN: Yeah, another question I'd 19:02:48
4 like to ask on there is do you feel like you 19:02:50
5 understand your rights as a part of the IEP 19:02:52
6 team? 19:02:55
7 MEMBER FAHEY HUGHES: I like that. 19:03:00
8 MS. STELLY: I was just going to say, 19:03:05
9 this goes back to the name change survey, and I 19:03:06
10 know that the unveiled new ODLSS name was week 19:03:09
11 of April 1st, could I like just request that it 19:03:15
12 not go out on April 1st, that would just -- or, 19:03:17
13 you know, just sort of think about that. I 19:03:21
14 don't know. 19:03:25
15 CHIEF LONG: Week of, yes. We will not 19:03:25
16 do it on April 1st. 19:03:28
17 MS. HEIDT: Will they have any comment 19:03:34
18 sections? 19:03:37
19 CHIEF LONG: I mean, comments are 19:03:38
20 always good, right, especially if they're very 19:03:39
21 individual and specific. 19:03:42
22 MS. HEIDT: Stakeholders may have some 19:03:44
23 great ideas that we didn't think of. 19:03:44
24 CHIEF LONG: Good point. 19:03:50

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 This Committee is made up of CPS 19:04:36
20 parents, special education advocates, CPS 19:04:38
21 educators and other stakeholders with a broad 19:04:41
22 range of experiences within special education. 19:04:44
23 The Committee members were named in a 19:04:47
24 collaborative effort between the City of 19:04:49

1	Chi cago, Chi cago Board of Educati on and Chi cago	19:04:52
2	Publ i c School s.	19:04:55
3	I f you' re i nterested i n conti nui ng	19:04:57
4	engagemen t wi th us or have questi ons, comments	19:05:00
5	or suggesti ons please e-mai l BOESEAC@CPS. EDU.	19:05:02
6	And i f you know of peopl e who coul dn' t attend	19:05:11
7	thi s eveni ng but woul d l i ke to be engaged,	19:05:12
8	please contact the Board Offi ce at	19:05:15
9	(773) 553-1600.	19:05:17
10	I s there anythi ng el se that anyone	19:05:22
11	woul d l i ke to bri ng up?	19:05:24
12	Yes, go ahead, Rachel .	19:05:28
13	COMMI SSIONER ARFA: I j ust wanted --	19:05:31
14	hi , everyone. I j ust wanted to announce that	19:05:35
15	Peopl e wi th Di sabi l i t i es wi l l be rel easi ng an	19:05:43
16	assi stance program (i naudi bl e) to meet and	19:05:47
17	requi rement (i naudi bl e) and have a di sabi l i ty	19:05:59
18	any type of school Chi cago wi l l be abl e to	19:06:01
19	(i naudi bl e) ki nd of. So once that i nformati on	19:06:06
20	i s represented to you whenever to share wi th	19:06:10
21	your network, but I' m so exci ted about bei ng	19:06:14
22	abl e to gi ve students wi th di sabi l i t i es and	19:06:17
23	fami l i es 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

1 would be happy to encourage public comment of 19:10:10
2 all sorts for the next meeting, especially 19:10:13
3 transportation. 19:10:16

4 MEMBER FAHEY HUGHES: Thank you. 19:10:17

5 All right. I think we are done. So 19:10:19
6 thank you, everyone, for being here. This is my 19:10:22
7 son Aidan. I appreciate your attending and your 19:10:26
8 attention and your care. Thank you. 19:10:36

9 (Whereupon, these were all the
10 proceedings had at this time.)
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<u>A</u>									
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